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ABSTRACT

This guide is designed to: (1) offer a rationale for German instruction and student enrollment; (2) give suggestions for proficiency-oriented lesson planning; and (3) provide classroom activities for students at various proficiency levels. A section on promoting the study of German discusses its role as a major world language, in tourism and world affairs, in business and the military, in developing a global community, and in colleges and careers. The ease of learning German and opportunities for language use beyond the classroom are also addressed. The section on lesson planning describes characteristics of traditional language instruction and offers an extensive list of specific "dos and don'ts" in proficiency-based curriculum development. A third section contains five sample themes, and, for each theme, three to seven sample lessons for four proficiency levels. The fourth section offers a three-part approach to improving spoken German based on classroom language functions used by teacher and student. Appended materials include: a summary of Wisconsin policies and procedures for awarding retroactive credit for high school foreign language courses; names and addresses of diplomatic, cultural, and commercial organizations; a list of tourist organizations; a list of foreign-owned firms in Wisconsin; and German male and female names. (MSE)

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German for Communication

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

German for Communication: A Teacher's Guide

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Foreword

German for Communication: A Teacher's Guide is designed to serve three purposes. First, it provides answers to the question(s) "Why teach (or study) German?" for those advocating teaching of German in a school or school district or encouraging individual students to add German courses to their educational programs. Many of the same answers can be used with school board members, school administrators, or parents considering additions to the curriculum and with students deciding which language to study.

The book also includes a condensed guide to proficiency-oriented lesson planning. Its third component is a substantial section of classroom activities for students at various levels of language proficiency. To this multipurpose work, the authors have added supplemental glossaries of classroom and idiomatic expressions and appendixes listing sources of information and materials for German teachers.

German for Communication was written to further a larger goal as well. This teacher's guide, and those for other foreign languages which will follow, is designed to provide practical guidance and models for teachers wishing to adopt the new proficiency-oriented approach to foreign language instruction described and advocated in the Department of Public Instruction's *Guide to Curriculum Planning in Foreign Language*, published in 1985.

The goal of the new teaching method is to refocus the teacher's attention upon what the student can do with a language, rather than upon how many grammatical structures have been taught from lesson to lesson. To implement this approach, the teacher must make the classroom a linguistic and cultural island where the target language is spoken most of the time and mechanical repetition of grammatical exercises is replaced by conversations relevant to students' own lives and interests.

In the workshops on the new approach held around Wisconsin after *A Guide to Curriculum Planning in Foreign Language* was published, teachers identified needs for new textbooks that would facilitate teaching in the new way, for supplementary materials, and for training to facilitate the change from traditional instructional methods to new ones. The idea for a series of language-specific supplements to the foreign language curriculum guide grew out of those workshops.

I urge Wisconsin foreign language teachers to use this guide to build strong German language programs in schools around the state. In an increasingly interdependent world, those students who have learned to use a foreign language effectively can make invaluable contributions to global understanding and economic development. Those who study German in particular continue an exchange of expertise and human and cultural resources that began when the first German settlers landed in this country in 1683. Together, Wisconsin teachers can help our young people to continue that 300-year-old tradition. As they do so, they will also be developing the culturally and linguistically sophisticated citizens this nation needs to shape a vital and positive global future.

Herbert J. Grover
State Superintendent

Acknowledgments

In February of 1988, State Superintendent Herbert J. Grover appointed a German Curriculum Development Task Force and charged its members with designing and field testing new ideas and methods for teaching German in the classroom. They were also to work closely with and serve as advisers to Department of Public Instruction language consultants responsible for writing what has become *German for Communication: A Teacher's Guide*.

The task force worked diligently for more than a year and completed their assigned tasks on schedule. Each task force member made unique and significant contributions to the final teacher's guide, and the authors are particularly grateful for their classroom testing of sample lessons. Feedback from both the teachers and students who tested the lessons resulted in major modifications of the first draft of this publication. The authors hope these changes have made the instructional units more accurately reflect the realities of the contemporary German language classroom.

Task force members also helped with editing and proofreading of the manuscript. Members were drawn from around the state of Wisconsin.

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The dedication of all who were involved in the preparation of *German for Communication: A Teacher's Guide* is gratefully acknowledged.

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Promoting the Study of German

Introduction
A Major World Language
Tourism and World Affairs
German Heritage
Business and the Military
Cultural Horizons
College and Careers
German Is Easy
Beyond the Classroom

Introduction

This section of *German for Communication: A Teacher's Guide* provides information and materials that teachers, administrators, and others can use to support their efforts to promote teaching and study of German in Wisconsin schools. Because many of the points in favor of teaching and of studying German are similar, information and materials designed for use with adults making curricular decisions and students choosing a language to study are interspersed throughout the section. Some of the Section 5 appendixes include additional support materials or list groups and organizations that can provide further information.

Bibliographic data for books and articles referred to are incorporated in the text or provided in the listing of "References" at the end of this section. Addresses of organizations that can supply information and materials are incorporated in the text, or the authors provide references to appendixes in which addresses can be found.

Case Summary

Those presenting the case for teaching or studying German to school board members, administrators, parents, or students can make a number of points about the language itself and the countries where it is spoken. These points are summarized here and treated in more detail later in this section.

A knowledge of German can broaden students' cultural horizons and may lead to improved career opportunities.

German is a major world language. The countries where German is spoken attract millions of tourists every year, among them many from the United States. Politically and economically, the German-speaking countries play an important role in world affairs. In spite of two world wars, there is a long tradition of German-U.S. cooperation and cultural interchange. A knowledge of German can broaden students' cultural horizons and may lead to improved career opportunities.

German is also one of the languages Wisconsin universities give students retroactive credit for studying in high school. An overview of the Retroactive Credit Program at Wisconsin colleges and universities appears in Appendix A. In addition, German is easier to learn than many people think, and students can find opportunities to use German to communicate outside the classroom.

When ninth graders at Archbishop Wood High School in Warminster Pennsylvania were asked to suggest reasons why people study German, they summed up the case rather well. The lists of their answers, reproduced in Table 1, might be a good one to read aloud or hand out in classes or at administrative, school board, or parents' meetings.

While none of the arguments for studying German provided in this section of *German for Communication* is conclusive in itself, they can be used together to support the case for choosing German as one of the major languages to be taught and studied in Wisconsin schools.

Reasons for Studying German

When ninth graders at Archbishop Wood High School in Warminster, Pennsylvania, were asked to suggest reasons why people study German, they came up with these ideas. Their answers are reprinted from page 45 in issue number two for 1988 of *Treffpunkt Deutsch für Deutschlehrer in den USA*.

Why People Study German

- because they are interested in German culture
- because a lot of their friends take German
- because they like the sound of it

- to sing in German
- to teach someone German
- to have German pen pals
- to be able to read a German recipe

- because many American businesses have branches in Germany
- because the U. S. Army has many people stationed in Germany
- because they would like to trace some of their family history
- because you see the world in a different light

- to help German-speaking exchange students
- to become an exchange student
- to get a better knowledge of English
- to become a bilingual secretary

- for visiting relatives in Germany
- for doing business with Germany
- for travel and leisure

- because knowing a language shows intelligence
- because you never know whom you might meet
- because it's exciting

- to be different
- to be worldly
- to be informed
- to understand philosophy more

- because job placement is better
- because it looks good on one's resume
- because studies have shown students who take German do better in their SATs

Motivating Students

Teachers can employ a number of strategies for interesting students in German language and culture. Only a few of these can be suggested in this section. Local German teachers should feel free to adapt the suggestions given to the needs of their students and to use other materials to intrigue and motivate young people who are thinking about studying the language.

Materials and Ideas

The publication that printed the Pennsylvania high school students' reasons for studying German is ***Treffpunkt Deutsch für Deutschlehrer in den USA: Information, Meinung, Materialien, Tips***. Some of the information, suggestions, and materials provided in issues of ***Treffpunkt*** could be used to interest students in Geman, as well as for classroom teaching.

Teachers in the Midwest can get free copies of ***Treffpunkt*** by registering with the Goethe Institute Chicago, 401 North Michigan Avenue, Chicago, IL 60611; (312) 329-0917. Lists of Goethe Institute offices around the country and of additional diplomatic, cultural, and commercial organizations from which educators may request information and materials appear in Appendix B.

Games

Another way to make students more aware of German and of the countries in which it is spoken is to give them a game-like quiz. Activity 1 is a sample ***Trivial Pursuit*** type of quiz that touches on many of the topics discussed in this section. Answers with annotations are provided. Further information on the distribution of people claiming German ancestry can be found in "German Ancestry by State," a table included with the "Wo wir wohnen" group of sample lessons in Section 3 of this guide.

Items in the Activity 1 quiz provide both linguistic and cultural information and can help to break down some stereotypical ideas about German-speaking people. The quiz is intended primarily to whet the appetites of students who have not yet begun to study a foreign language.

One possible way to use the quiz is to ask students to complete the ten items and then correct their own papers as the teacher reads the right responses and brief cultural explanations. This grading scale might be used as a way of introducing German words that are similar to English words.

Seven to ten correct	**Sehr intelligent**
Four to six correct	**Gut**
Two to three correct	**Nicht so gut**
Zero to one correct	**Viel zu lernen**

What Do You Know about German-Speaking Countries?

Quiz

Circle the answer you think is correct for each question. Don't worry if you are not sure about answers; make the best guess you can. The point of the quiz is to get you thinking about German-speaking countries and talking about them with your teacher and classmates.

1. Based upon the number of native speakers, where does German rank among the top 12 world languages?
   a. first b. third c. sixth d. tenth e. 12th

2. Where does Wisconsin rank among the 50 states for numbers of citizens who claim German ancestry on one side of their family or the other?
   a. first b. fifth c. tenth d. 15th e. 20th

3. According to historical records, what year marked the beginning of German immigration to the United States?
   a. 1483 b. 1583 c. 1683 d. 1783 e. 1883

4. What is the language to which German is most closely related?
   a. Russian b. Latin c. French d. English e. Greek

5. What is the most popular beverage in Germany?
   a. cola b. beer c. wine d. coffee e. milk

6. What percentage of Wisconsin's citizens claim to be of German ancestry according to the 1980 census report?
   a. 22 percent b. 32 percent c. 42 percent d. 52 percent e. 62 percent

7. What was the name of the German rocket expert who later joined the United States space program?
   a. Arnold Schwarzenegger b. Hans-Dietrich Genscher
   c. Wernher von Braun d. John Augustus Sutter e. Henry Kissinger

8. What is the speed limit on the German freeway, or **Autobahn**?
   a. 55 mph b. 65 mph c. 75 mph
   d. 85 mph e. As fast as you can safely go

9. The first kindergarten in the United States was started in what Wisconsin city?
   a. Milwaukee b. Watertown c. Madison
   d. Oconomowoc e. Germantown

10. Which person is a famous German tennis player?
    a. Arnold Schwarzenegger b. Nina Hagen c. Boris Becker
    d. Karl Marx e. Björn Borg

Answer Sheet

1. **d. tenth.** The *Britannica Book of the Year* for 1986 estimates that German ranks tenth, based on the number of native speakers. The 12 world languages with the largest numbers of native speakers are, in order, Chinese, English, Hindi, Spanish, Russian, Japanese, Arabic, Bengali, Portuguese, German, French, and Italian.
2. **a. first.** Other states with high percentages of residents claiming German ancestry are South Dakota, North Dakota, Iowa, Nebraska, Minnesota, Kansas, Indiana, Montana, Ohio, and Pennsylvania.
3. **c. 1683.** Germans began immigrating to what would later become the United States during the early days of European settlement.
4. **d. English.** Both English and German are Germanic languages.
5. **d. coffee.** According to the October 1988 ***AATG Rundbrief***, the beverage Germans drink most is coffee, followed by beer, softdrinks, milk, mineral water, fruit juices, tea, wine, coffee substitutes, spirits, and champagne.
6. **d. 52 percent.** The percentages for the other states with the highest numbers of residents claiming German ancestry are South Dakota (47 percent), North Dakota (47 percent), Iowa (46 percent), Nebraska (46 percent), Minnesota (43 percent), Kansas (35 percent), Indiana (33 percent), Montana (33 percent), Ohio (33 percent), Pennsylvania (33 percent), and Missouri (32 percent).
7. **c. Wernher von Braun.** Arnold Schwarzenegger is an Austrian-born bodybuilding champion and actor. Hans-Dietrich Genscher has been foreign minister (equivalent to the U. S. secretary of state) for the Federal Republic of Germany (West Germany) since 1974. John Augustus Sutter was the son of a Swiss father who came to the United States in 1834; gold was found on his land in California in 1848. Henry A. Kissinger is a German-born political scientist and adviser for national security affairs who served as U.S. secretary of state from 1973 to 1977.
8. **e. As fast as you can safely go.** There is no general speed limit on the German **Autobahn**. There are, however, speed limits on certain parts of the **Autobahn** that have to be obeyed. There is also a recommended speed limit of 130 kilometers (81 miles) per hour, and drivers are advised not to travel faster than 130 kilometers per hour even under favorable road conditions. A survey conducted by the West German Automobile Association in 1985 showed that 45.5 percent of motorists exceeded this voluntary speed limit.
9. **b. Watertown.** Margarethe (Meyer) Schurz founded the first kindergarten in the United States in 1856 in a building that has been restored and now stands in the grounds of the Octagon House, a home operated as a museum by the Watertown Historical Society. Margarethe Schurz was the wife of Carl Schurz, Secretary of the Interior under President Rutherford B. Hayes.
10. **c. Boris Becker.** Becker won the 1985, 1986, and 1989 championships in the annual tennis matches at Wimbledon in England. Arnold Schwarzenegger's profile is given in the answer to question seven, above. Nina Hagen is a German rock singer. Karl Marx lived from 1818 to 1883 and is a German philosopher. Björn Borg is a Swedish tennis player who won Wimbledon championships from 1976 to 1980.

A Major World Language

German is a major world language. Administrators considering adding German to school district curricular offerings and students thinking about studying German should be told about the numbers of people around the globe who speak and study it.

Although exact population figures are hard to obtain, German ranks among the top ten world languages, based upon estimates of the number of native speakers. The table "Britannica World Data, Languages" in the *Britannica Book of the Year* for 1986 estimates that the languages with the largest numbers of native speakers, are Chinese, English, Hindi, Spanish, Russian, Japanese, Arabic, Bengali, Portuguese, German, French, and Italian.

German is the language most widely used in Western and Central Europe, spoken by about 90 million people. The four main German-speaking countries are the Federal Republic of Germany (West Germany), the German Democratic Republic (East Germany), Austria, and Switzerland. German is also spoken in Liechtenstein, and by minorities in other European countries such as Denmark, Belgium, Luxembourg, and Italy.

German is the language most widely used in Western and Central Europe, spoken by about 90 million people.

Approximately 15 million people all over the world study German as a foreign language. For the tourist from the United States who wants to travel throughout Europe, German can be a bridge language understood in both Western and Eastern Europe.

The large number of German-language publications is another indication that German is a major world language. According to statistics published by the United Nations Educational, Social and Cultural Organization (UNESCO), German ranked third after English and Russian, based upon the number of books produced between 1980 and 1983. (Börsenverein des deutschen Buchhandels, pp. 44-45)

Tourism and World Affairs

The numbers of U. S. tourists traveling each year to countries where German is spoken, and the roles such countries play in world affairs, are additional reasons for teaching and studying German.

With a variety of landscapes and a mix of old and new, the countries where German is spoken have much to offer the tourist. Some of their rivers and castles, forests and lakes, cities and festivals are famous all over the world and attract millions of tourists every year, including many from the United States. A knowledge of German can add substantially to any visitor's appreciation of these countries and to the visitor's ability to communicate, function, and travel effectively.

According to a Gallup Poll published in the October 29, 1988, ***Wisconsin State Journal*** (page 1C), Germany and Switzerland ranked fifth among countries United States citizens would most like to visit after Australia, France, England, and Italy. Statistics for 1986 available from the German National Tourist Board (747 Third Avenue, New York, NY 10017; (212) 308-3300) showed that, after the United Kingdom, West Germany was the most popular destination among U. S. travelers visiting Europe. Posters and other materials on the German-speaking countries can be requested from the tourist organizations listed in Appendix C.

The German-speaking countries play important roles in world affairs. The Federal Republic (West Germany) is one of the world's major industrial producers and a key member of the European Community, or Common Market. In recent years, West German scientists have won or shared a number of Nobel prizes. Among them are Wolfgang Paul (physics, 1989), Robert Huber, Hartmut Michel, and Johann Deisendorfer (chemistry, 1988) and Johannes Georg Bednorz (physics, 1987). Others are Ernst Ruska, and Gerd Binnig (physics, 1986), Klaus von Klitzing (physics, 1985), and Georges Köhler (medicine, 1984).

The German Democratic Republic (East Germany) is an influential member of the Eastern European bloc of nations, and its sports teams and individual athletes have won worldwide recognition. With the opening of the Berlin Wall in November 1989, the two German states began to cooperate more closely and to move toward reunification in the context of a unified Europe.

Austria and Switzerland are two other countries where German is spoken. Both have major international conference centers, and Switzerland also plays an important role in international banking.

German Heritage

Germany and the United States . . . have influenced and continue to influence one another in many ways.

The case for teaching and studying German can also include information on many aspects of the long relationship between Germany and the United States. The two cultures have influenced and continue to influence one another in many ways.

German settlement in what was to become the United States began in 1683. From the beginning, Germans have contributed significantly to the nation's development. They have had an impact on a wide range of activities and products from farming to music, from sports to food and drink, and from education to technology. Activity 2, "History Stamped in Your Mind," can be used to introduce students to some German contributions in various fields. Information from the activity can also be provided to adults—school board members, parents—when reasons for studying German are being discussed.

History Stamped in Your Mind

The stamps and listed names are clues. Study them and then fill in the correct word or name(s) in the space(s) provided with each question.

1. In 1683, the first German settlers arrived in the United States on board this ship. ______________________

2. In 1778, this former Prussian cavalry captain was appointed inspector general of George Washington's army.

____

3. This German fled Germany after an unsuccessful revolution in 1848-49 and spent part of his life in Wisconsin. He later fought in the U. S. Civil War and became senator for the State of Missouri and secretary of the interior under President Rutherford B. Hayes. His name was __________

______________________.

4. Many emigrants who had to leave Germany during the years of Adolf Hitler's Third Reich (1933 to 1945) made important contributions to United States life and culture. Two of them are architect ______________________
and orchestra conductor ______________________.

5. After World War II (1939-1945), the United States helped to rebuild Germany, which lay in ruins. Private relief organizations such as CARE (Cooperative for American Remittances Everywhere) and CRALOG (Council of Relief Agencies Licensed for Operation in Germany) sent food packages and other donations. The U. S. government also gave Germany economic and technical assistance under a program developed by this secretary of state.

____

George C. Marshall
Otto Klemperer
Ludwig Mies van der Rohe
Friedrich Wilhelm von Steuben
Concord
Carl Schurz

6. During the Soviet blockade of Berlin in 1948-49, the Western powers used airplanes to keep the two million Berliners in the western part of the city supplied with their most urgent needs. This effort was called the Berlin Airlift. Its German name was ______________________________.

7. On October 24, 1950, or United Nations Day, General Lucius D. Clay presented a gift to Berliners from the people of the United States. It hangs in the tower of the Schöneberger Rathaus in Berlin and is rung daily at 12 noon. In German, it is known as the ______________________.

8. United States rock and pop culture are very popular among young people in Germany. In the 1950s, this U.S. rock and roll singer was stationed in Germany for one year.

____

9. In 1963, this U. S. president received an enthusiastic welcome when he visited Germany. Before he left, he said, "I'll leave a note to my successor. If you are in trouble, go to Germany." His name was __________________________.

10. The Federal Republic of Germany (West Germany) is one of the most important trading partners of the United States. The American Chamber of Commerce has had an office in Germany for over 75 years. The name of this organization in German is ________________________________.

John F. Kennedy
Amerikanische Handelskammer
Freiheitsglocke
Elvis Presley
Luftbrücke

A further argument for studying and teaching German is that people of German ancestry form one of the largest groups in the United States. According to the 1980 U. S. census, one out of every five U. S. citizens claims to be of German extraction. Fifty-two percent of Wisconsin citizens have German ancestors, the highest percentage among the 50 states.

. . . people of German ancestry form one of the largest groups in the United States.

The German heritage in Wisconsin is reflected in place names like Altoona, Berlin, Friesland, Kiel, New Berlin, New Glarus, New Holstein, and Wittenberg. It is also evident in the large number of German surnames, such as Schmidt, Schultz, Wagner, and Zimmerman, found in Wisconsin telephone directories. An information package and two posters, "A Nation of Immigrants: The Germans" and "Wisconsin: A Century and a Half of German Immigration," are available from German House Research, 3950 Plymouth Circle, Madison, WI 53705: (608) 238-7153. Suggestions on incorporating the Wisconsin German heritage in teaching activities appear in Section 3 of this guide.

A knowledge of German can help students in Wisconsin and throughout this country appreciate more fully their own heritage and/or the contributions of one of the first ethnic groups to affect the development of U.S. culture and traditions.

Business and the Military

International trade and military service have also been factors in German-U.S. relations for a number of years and continue today to foster interchange and understanding between German and United States citizens. The Federal Republic of Germany is a major U. S. ally in Europe and one of its primary trading partners. Since 1945, more U. S. citizens have lived and worked in West Germany than in any other country in the world.

The Federal Republic of Germany is a major U.S. ally in Europe and one of its primary trading partners.

Three generations of United States soldiers and their families have been stationed in Germany, along with thousands of dependents and civilian personnel. Today, about 240,000 U. S. soldiers and their dependents live in West Germany. A 30-minute documentary on *GIs in Germany* is available from Oregon Public Broadcasting Company. Contact Chris Stehr at (503) 754-2147.

Business relationships also connect Germany and the United States. More than 1,100 West German business firms have U. S. subsidiaries with thousands of employees. More than 750 U. S. companies, including IBM, do business in West Germany.

There are specific trade links between Wisconsin and West Germany as well. The Wisconsin trade office in Frankfurt am Main (State of Wisconsin, European Office, Hamburger Allee 2-10, D-6000 Frankfurt am Main 90, West Germany) has the addresses of about 500 Wisconsin companies interested in establishing contacts in Germany. Of 155 foreign-owned firms listed in the 1988 *Wisconsin Directory of Foreign Investment*, the largest number, or about 28 percent, has German parent companies (see Table 2).

Table 2

Foreign-Owned Firms in Wisconsin

Country of Origin	Number of Companies	Percentage of Wisconsin's Foreign-Owned Companies
Australia	4	2.58 percent
Austria	1	0.64 percent
Canada	22	14.19 percent
Denmark	3	1.93 percent
Federal Republic of Germany (West Germany)	44	28.39 percent
Finland	5	3.22 percent
France	16	10.32 percent
Italy	1	0.64 percent
Japan	5	3.22 percent
Netherlands	11	7.09 percent
South Africa	1	0.64 percent
Sweden	9	5.80 percent
Switzerland	5	3.22 percent
United Kingdom	27	17.41 percent
USSR	1	0.64 percent

The names, addresses, and telephone numbers of foreign-owned firms from German-speaking countries that have subsidiaries in Wisconsin are provided in Appendix D. According to the 1988 *Wisconsin Directory of Foreign Investment* published by the state Department of Development, these companies produce products as diverse as foods, chemicals, textiles, and electronic equipment.

Cultural Horizons

Learning a foreign language can sensitize students to ways of life different from their own and prepare them to play roles in an increasingly interdependent world.

Another point that may affect decisions about teaching or studying German has to do with existing and developing interconnections among members of the global community. Learning a foreign language can sensitize students to ways of life different from their own and prepare them to play roles in an increasingly interdependent world.

Language study also can be a deeply enriching experience that expands cultural horizons. Learning German in particular can give students insights into the multifaceted German-speaking countries and their role in the new Europe that is emerging.

While the emphasis in high school German courses is likely to be upon everyday culture, a good understanding of the language can eventually lead to a fuller appreciation of writers like Johann Wolfgang von Goethe, Franz Kafka, and Hermann Hesse. Knowledge of German can also add a dimension to the enjoyment of the works of thinkers such as Immanuel Kant, Friedrich Nietzsche, and Carl Gustav Jung; the films of Werner Herzog, Volker Schlöndorff, and Margarethe von Trotta; and the music of composers such as Ludwig van Beethoven, Johann Sebastian Bach, and Johannes Brahms.

College and Careers

As this publication was being written, Wisconsin colleges and universities were revising entrance and/or graduation requirements for foreign language. Admissions information for the University of Wisconsin-Madison now states that "students entering in spring 1991 and after will need two credits of a single foreign language." The UW-Milwaukee also requires foreign language credits for entrance.

In addition, most of Wisconsin's institutions of higher education offer retroactive credit for successful completion of high school course work in a foreign language. Appendix A indicates that students can earn as many as 16 foreign language credits at state colleges and universities for courses taken in high school. German is one of the languages commonly included in this Retroactive Credit Program.

College Preparation

There is research evidence which indicates that students with strong foreign language training are better prepared to win admission to college and to earn merit scholarships. In "Foreign Language Study and SAT-Verbal Scores," published in the Winter 1987 *Modern Language Journal*, Thomas C. Cooper reports on one such research project.

. . . students with strong foreign language training are better prepared to win admission to college and to earn merit scholarships.

Cooper studied 1,778 high school students in a southeastern U. S. city that had a total high school student population of 31,000. Of his sample, 1,333 students had taken at least one year of a foreign language and all had taken the Scholastic Aptitude Test (SAT). In seventh grade, all students in the sample had taken the California Achievement Test, which measured their pre-high school verbal ability. Cooper announced three findings in his *MLJ* article.

- Students who had taken a language in high school "achieved significantly higher test scores" than those who had not.
- The longer students had studied a foreign language, the higher were their test scores.
- "Students of German achieved the highest scores on the SAT-verbal; followed by French and Latin and Spanish."

Figure 1

Sample Position Advertisements

The Wall Street Journal, 12/12/88

ARCHITECT/PROJECT MANAGER

Mid-sized Design/Build construction firm has opening for architect/project manager. Responsibilities include client contact, design, production of working drawings, selection of materials and systems, estimating, soliciting prices, interpreting manufacturer's equipment drawings, design buildings, administer contracts and direct project management. Minimum of 10 years relevant experience, architecture and/or engineering degree required. Must be familiar with European engineering and metric system and must possess excellent communication skills. Fluency in technical German required. 40 hr./wk., salary $575.00. Send resume to Bob Flippin, Job Service, 206 Broom, Box 7163, Madison, WI 53707.

The Wall Street Journal, 12/16/88

POSITIONS AVAILABLE

Senior Account Manager responsible for worldwide relationship management of our existing & prospective – mainly multinational-customers & Swiss subsidiaries located in ten Midwestern states including: credit analysis; negotiate pricing & structure of credit facilities; make recommendations to Head Office; prepare loan documents; maintain frequent client contact; substantial interaction with branch & subsidiary network around the world; manage 4 lending officers & other support personnel; train junior lending officers; utilize German & French languages to communicate with bank's headquarters in Switzerland & with Swiss-based clientele; utilize thorough understanding of Swiss & American banking laws & foreign exchange rates in negotiating pricing & preparation of loan agreements. Master's degree in International Finance required as well as 7 years experience in job offered or 7 years experience as Credit Analyst/Credit Officer. In lieu of Master's in International Finance & 4 years experience, will accept candidates with completion of banking apprenticeship & 1 year college with courses in banking with 7 years experience in job offered or 7 years experience as Credit Analyst/Credit Officer. Experience must have included Swiss foreign exchange regulations & banking procedures & regulations. Must be fluent in German and/or French. 40hrs, M/F, 8:30am to 5:00pm, $78,000/year. Send resume to Illinois Dept. of Employment Security, 401 S. State-3 South, Chicago, IL 60605, Attn: L. Donegan, Refs 8801-D. Employer paid ad.

ZF Transmissions, Inc., located near Atlanta, Georgia, is one of the American subsidiaries of the largest independent tramsmission manufacturer in Europe, Zahnradfabrik Friedrichshafen AG, and has an immediate opening for the

Technical Vice President

who will share the overall responsibility for this rapidly expanding two-year old assembly plant with the Vice President, Treasurer and Controller and report directly to the President of the Company.

We are looking for an individual who will cost-effectively manage production/assemply and planning, quality control as well as purchasing. The ideal candidate will have extensive production/assembly experience in the automotive component industry, preferably transmissions or related products. Degree in Mechanical Engineering desirable. Must have the ability to motivate approx. 120 subordinates and have a shirt-sleeve attitude in this important build-up phase of the young company. In his field of activity, he represents the Company in technical matters and will be the link to the parent company in Germany. Therefore, knowledge of the German language would be desirable.

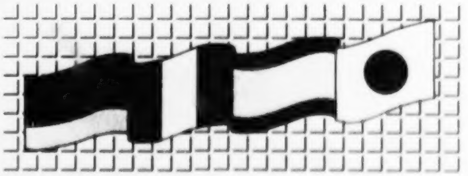
Please send complete applications to

BOX PG854, THE WALL STREET JOURNAL

(No phone calls please). Absolute discretion guaranteed.

An Equal Opportunity Employer

The Wall Street Journal, 11/22/88



A Career For the Special Few.

A bright future with American may await you if you're conversational in Spanish, French, German, Swedish, or Japanese.

If selected, you can look forward to an excellent compensation package including a per diem, and such benefits as medical/dental/life insurance, profit sharing, retirement plan, stock purchase plan, and much more. Best of all, you'll have the opportunity to...

*...Hablar español en España,**
*...Parler français en France,**
*...Deutsch in Deutschland zu sprechen,**
*...Tala Svenska i Sverige,**
...日本語を日本で話す。*

*...Speak Spanish in Spain, *...Speak French in France,
*...Speak German in Germany, *...Speak Swedish in Sweden,
*...Speak Japanese in Japan.

Something Special in the Air in the Caribbean, Europe, and Japan.

American Airlines is steadily expanding its international presence with regularly scheduled flights to the Caribbean, Europe, and Tokyo.

What makes American the preferred airline in these foreign markets is our genuine concern for the well-being of our passengers. A concern demonstrated by our ability to communicate with them in their native language. Be it **Spanish. French. German. Swedish. Or Japanese.**

If you have the language ability we need, can meet the minimum qualifications, and are interested in pursuing a career that is first in the air and second to none on the ground, please complete and return the attached response card.

AmericanAirlines

An equal opportunity employer

Career Opportunities

Nearly a thousand United States companies, including Eastman Kodak and Exxon, do business in German-speaking countries. In addition, more than a thousand companies based in German-speaking countries, among them Volkswagen, Adidas Sportswear, and Bayer, have United States subsidiaries. Knowing German can improve students' career opportunities, given that most of these companies hire and offer advancement to those who can speak the language (Britt).

. . . more than a thousand companies based in German-speaking countries . . . have United States subsidiaries.

A number of companies involved in high-technology automotive engineering, optics, medical instrumentation, and other fields prefer job applicants who know German. Knowledge of German, in combination with an occupational skill, can be valuable in the job market, as Figure 1 suggests.

German Is Easy

Advocates of German-language courses may encounter school board members, school administrators, parents, and students who have the impression that German is more difficult for English speakers to learn than other languages. However, there is no solid evidence that this is true. English speakers can find German case and gender declensions more problematic than such declensions in languages like Spanish and French. But in other ways German may be easier to learn than other commonly taught European languages.

Close Relatives

German and English are closely related historically. As a result, many German words are similar or even identical in form and meaning to their English equivalents, especially when written out (see Table 3). Contemporary German has also borrowed many words from English, and a number of German words have become part of U. S. English. Some of the words each language has borrowed from the other are shown in Table 4.

In addition, the German verb system is simpler than those of other European languages. There are few grammatical exceptions in German. Finally, pronunciation and spelling are relatively consistent, and this makes it easier to learn to read and write the language.

Table 3

German/English Cognates

Body Parts

arm	Arm
hand	Hand
finger	Finger
lip	Lippe
chin	Kinn
nose	Nase
foot	Fuß

Family

father	Vater
mother	Mutter
brother	Bruder
sister	Schwester
uncle	Onkel
nephew	Neffe

Animal

cat	Katze
fish	Fisch
mouse	Maus
rat	Ratte
tiger	Tiger

House

house	Haus
room	Raum
bath	Bad
bed	Bett
garden	Garten

Beverages

alcohol	Alkohol
beer	Bier
coffee	Kaffee
milk	Milch
tea	Tee
wine	Wein

Weather/Seasons

winter	Winter
summer	Sommer
temperature	Temperatur
warm	warm
cold	kalt

Transportation

auto	Auto
boat	Boot
ship	Schiff

Politics

democracy	Demokratie
politics	Politik
president	Präsident
veto	Veto

Table 4

English and German Borrowed Words

*English Words Used in German**

Music
- der Blues
- der Diskjockey
- der Hit
- die Hitparade
- die Kassette
- das Keyboard
- der (Pop-) Song
- die Rock-Band
- der Rock-Fan
- die Single (record)
- der Sound
- der Star

Sports
- der Basketball
- das Fitneßcenter
- der Jogger
- joggen
- die Roller-Skates
- das Skateboard
- surfen (windsurfing)

Miscellaneous
- der Babysitter
- die Cafeteria
- der Comic
- der Computer
- fair/unfair/die Fairneß
- das Haarspray
- der Insider-Tip
- das Interview
- die Jeans
- der Job
- das Know-how
- der Nonsens
- okay
- die Party (social gathering)
- der Single (unmarried person)
- der Streß
- stylen
- die Talk-Show
- das Team

German Words Used in English

Food and Drink
- bock beer
- bratwurst
- frankfurter
- lager beer
- liverwurst
- marzipan
- pretzel
- pumpernickel
- sauerbraten
- sauerkraut
- schnapps
- wiener
- zwieback

Clothing
- dirndl
- lederhosen

Animals
- dachshund
- schnauzer
- weimaraner

Music
- leitmotiv
- lied

Philosophy/Psychology
- angst
- gestalt
- weltanschauung
- weltschmerz
- zeitgeist

Miscellaneous
- blitz
- blitzkrieg
- donner
- edelweiss
- ersatz
- fest
- gemütlichkeit
- gesundheit
- hausfrau
- hinterland
- kindergarten
- meerschaum
- realpolitik
- rucksack
- schmaltz
- wanderlust
- zeppelin

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*In general, English nouns used in German receive their gender on the basis of 1) sex— der Lord, die Lady; 2) synonyms already in German—die Single like die Schallplatte, das Skateboard like das Brett, der Tip like der Hinweis; and 3) the orthographic form and shape of the word, especially in the case of one-syllable words, most of which are *der*—der Blues, Job, Streß, like der Bock, Jux, Strich.

New Teaching Approaches

The way German was taught for many years and the materials used may well have helped to give students and others the impression that German is a difficult language to learn. In the past, the traditional approach to language teaching stressed grammar and the use of older literary material in language courses.

In recent years, however, educators have been advocating new approaches to language instruction. The focus has shifted away from mechanical reproduction of a language and toward functional communication, away from older literary works and toward materials that deal with present-day cultural realities and contemporary lifestyles.

While some study of grammar is still needed, modern language teachers are being encouraged to work on meaningful application of language structures rather than extensive coverage of grammar for its own sake. This change, and an emphasis upon learning German for use in the world of international affairs, can capture students' interest in new ways and make the language easier to learn. Modern language teaching methods can also help to give students a genuine feeling of progress in acquisition of language competence.

The Proficiency Measure

Alice C. Omaggio's 1986 book *Teaching Language in Context: Proficiency-Oriented Instruction*, has been interpreted as showing German to be more difficult to learn than other commonly taught European languages. Specifically, evidence presented on page 21 of the book suggests that after 720 hours of instruction, students of German will have arrived at an advanced level of proficiency, while students of "easier" languages will have achieved advanced-plus proficiency, the level designated as advanced-high since 1989.

However, the authors of this guide consider that, for all practical purposes, the difference between the advanced and advanced-high levels of language proficiency is insignificant. Students who have achieved even intermediate-high proficiency can perform a wide range of tasks in the language they are studying.

When the goal is communicative use of the language, the literature on language instruction provides no solid evidence that German is more difficult than, for example, French or Spanish. Statements about German proficiency levels generally are not accompanied by information on instructional materials or methods, test instruments, the availability of authentic materials, or when and where supporting statistics were generated.

Beyond the Classroom

What opportunities will those who study German have for speaking the language outside class? Teachers and administrators who are prepared for this question can describe a number of possibilities.

German clubs, German summer camps, and field trips, can give students opportunitites to use German communicatively outside the classroom. They can, for example, visit German stores and agencies such as the nearest branch office of the Goethe Institute (see Appendix B). Native Germans can be interviewed by telephone, in their homes, or at their work places.

Students can also write or adapt German sketches and perform them for classmates, teachers, and parents. They can have German picnics, sports days, and holiday parties, or produce German newsletters, yearbooks, or videos to share with other students (Luchini).

Intercontinental Links

Sister state and sister city exchanges can also promote direct communicative use of German and give students a more accurate picture of German culture than they can get from a textbook. A number of exchanges are already operating in Wisconsin. Hessen and Wisconsin are sister states. Kenosha and Wolfenbüttel, Sheboygan and Esslingen, and Madison and Freiburg are sister cities.

Sister state and sister city exchanges can also promote direct communicative use of German and give students a more accurate picture of German culture than they can get from a textbook.

Students can exchange letters and tapes with German-speaking high school students, thus adding a personal dimension to international education. *Jugendmagazin*, a free magazine available from Felten Medien Concept, Oberländer Ufer 180-182, 5000 Köln 51, West Germany, helps its readers find pen pals in Germany and other countries around the world.

The Goethe House New York has a program that links United States teachers of German and German teachers of English. Such links can lead to exchanges of up-to-date cultural materials among participating teachers and group correspondence between their classes.

Suggestions for incorporating pen pal, partnership, and other cultural exchange mechanisms into classroom activities appear in many of the teaching activities in Section 3 of this guide. The Goethe House New York address is provided in Appendix B. For partner classes in Austria, teachers may contact Interkulturelles Zentrum, Maria-Theresien-Straße 9, A-1090 Wien; (0222) 34 41 24, Austria.

Changing Places

Goethe House New York also offers three- to four-week exchange opportunities such as the German American Partnership Program (GAPP). These exchanges enable students to develop personal relationships while visiting one another's schools, staying in each other's homes, and touring points of interest in their exchange partners' communities. They can also help to break down stereotypes. As one high school principal put it, "Exchange programs allow people to go beyond the pages of history books—to go beyond their families and traditions—beyond the stories of mistreatment of one group by another." (Giammarino, p. 12).

Year-long exchanges, such as the Congress-Bundestag Youth Exchange Program (3501 Newark Street NW, Washington, DC 20016; (202) 966-6800), also give young people the opportunity to live with a German host family and attend a German high school. Students who participate in an exchange program often find it to be a unique growth experience. Not only do their linguistic and cultural competencies increase, but they also develop new self-awareness and independence (Giammarino).

Students who participate in an exchange program often find it to be a unique growth experience.

There are also study abroad and internship programs for university students and young professionals. A number of universities in Wisconsin have study abroad programs in German-speaking countries. Information on internship programs in Germany is available from CDS International, 425 Park Avenue, New York, NY 10022; (212) 593-3030.

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Proficiency-Oriented Lesson Planning

2

Traditional Teaching
Proficiency-Oriented Do's and Don'ts

Traditional Teaching

Educators who observed interactions in foreign language classrooms during the 1970s and 1980s report that traditional concepts of foreign language teaching still seem to guide many instructors.

Grammar. The teacher feels obligated to cover certain grammatical topics without regard to the content conveyed by the material used to teach them. For example, one German text asks students to translate these sentences: "This week we are having warmer weather." "Please give me a longer pencil." "My younger brother does not go to school yet." " German grammar is becoming clearer and clearer." While these sentences all include comparative forms of adjectives—warmer, longer, younger, clearer—they have no other relationship and do not communicate content that is likely to be of interest to students of any age.

Receptive Skills. The main emphasis in the traditional foreign language classroom is upon receptive skills. Students read literary texts and listen to the teacher, who often speaks English.

Irrelevance. When students are asked to be active, they are typically called upon to translate or engage in drill work that is largely irrelevant to their lives. For example, they are given sentences and then asked to recast them using a new subject, changing **Sie sterben bald** to **Er stirbt bald**, and so on.

Manipulation. Exercises tend to be mechanical rather than meaningful or communicative. That is, students respond only to teacher cues or textbook material that requires nothing more than manipulation of grammatical forms: "Change the following sentences to the preterite."

Oversimplification. The exercises tend to require only one-word answers or selections from listed multiple-choice responses: **Wie viele Geschwister hat Peter? Wie heißen sie? Wie alt sind sie?** (one-word answers) or "In which of the following countries is German spoken?" (multiple-choice answers).

Lack of Focus. So much material is included in the typical lesson that students may not be able to clearly focus upon what is to be mastered.

Literary Vocabulary. Much of the vocabulary is oriented to literary texts and hence not appropriate for everyday communication: **Es gibt keinen Winter in jenem Lande**. New words are taught in isolation, with meaning conveyed through English "equivalents": **der Garten** = garden, **das Theater** = theater, and so on.

Social Usage. Sociolinguistic factors are largely neglected. For example, students are not taught the importance of knowing in what social contexts and with whom to use formal and informal forms of pronouns and verbs. One source for information on helping students learn to use the proper "register" when speaking a foreign language is the Wisconsin Department of Public Instruction's *Guide to Curriculum Planning in Foreign Language* (p. 57).

Culture. Culture is usually treated as a series of isolated phenomena unrelated to the teaching or learning of language skills.

Proficiency-Oriented Do's and Don'ts

In recent years, educators have been moving away from noncommunicative language teaching methods and developing a proficiency-oriented approach. Part of the process has been analysis of the purposes for which any language is used. Wisconsin's *Guide to Curriculum Planning in Foreign Language* defines language in terms of communicative acts and interchanges in sociolinguistic contexts. Language use involves

- purposes and effects, that is, the functions or types of interactions in which the speaker wishes to engage, and
- topics and meanings, that is, the notions the speaker wishes to convey.

German, like other languages, is used for a variety of functions—to greet people, to complain, to excuse, to apologize. It is used in given situations to express different notions, such as spatial or time relationships. Language is also used in differing social contexts, and these determine register, or the appropriate forms of expression—formal or informal, polite or impolite, weak or strong, and so on.

In the summer of 1988, 32 Wisconsin teachers of German attended a two-week German Total Immersion Institute at the University of Wisconsin-Stevens Point. It was designed to help them improve their spoken German and classroom teaching. During the institute, they focused upon ways to make the transition from traditional language teaching methods to a newer, more communicative approach.

They developed a list of "do's and don'ts" for proficiency-oriented lesson planning (see Table 5) which has become the basis for this section of *German for Communication*. In the condensed guide to classroom methodology which follows, the authors examine each do/don't on the list separately, adding comments for clarification and suggesting classroom applications.

In recent years, educators have been moving away from noncommunicative language teaching methods and developing a proficiency-oriented approach.

Wisconsin's* Guide to Curriculum Planning in Foreign Language *defines language in terms of communicative acts and interchanges in sociolinguistic contexts.

Table 5

Do's and Don'ts of Proficiency-Oriented Lesson Planning

Do conduct classes in German and design activities that encourage students to speak German in class.	Don't constantly fall back into English; discourage students from using English to communicate in class.
Do use a variety of materials in the instructional program.	Don't rely solely on the textbook as a teaching resource.
Do teach grammar only as a tool for using German to communicate.	Don't base lessons on coverage of grammar points that have no communicative purpose.
Do integrate information on culture into German instruction at all levels and provide a balanced picture of the countries where German is spoken.	Don't treat cultural topics as isolated extras, or overemphasize out-of-date stereotypes of German countries and German people.
Do provide a coherent theme or topic with clearly stated goals for each lesson.	Don't fill a lesson with miscellaneous, unrelated activities.
Do include listening, speaking, reading, and writing activities in each unit of study.	Don't fixate on one teaching style that neglects any of the basic skill areas.
Do use a variety of teaching techniques.	Don't fall into a repetitive, predictable pattern of instructional procedures.
Do devise a lesson-planning format to ensure that the best possible learning environment is always provided.	Don't rely solely on the textbook as the organizing basis for lessons.
Do plan lessons that require students to use German to express their own thoughts and ideas.	Don't rely too heavily on mechanical drills in which students repeat and manipulate grammatical forms they have learned.
Do get students talking in German about their own lives, interests, and environment.	Don't limit the content of the German program to abstract data and impersonal facts.
Do plan activities that require extended discourse.	Don't focus exclusively on exercises that produce one-word or one-sentence responses.
Do teach words in complete contexts and in relation to meaningful life situations.	Don't teach words or sentences in isolation.
Do test what is taught; that is, provide tests, checks, and quizzes on the four skill areas—listening, speaking, reading, and writing.	Don't grade students using only written tests or examinations based on multiple-choice and fill-in-the-blank items.

Use the Language

Do conduct classes in German and design activities that encourage students to speak German in class.

Don't constantly fall back into English; discourage students from using English to communicate in class.

Teachers who want their students to learn a language must insist upon maximum, consistent use of that language. This means that teachers and students in German classes should conduct at least 90 percent of their spoken discourse in German. The classroom should become a linguistic and cultural island in which students hear and speak German most of the time.

The classroom should become a linguistic and cultural island in which students hear and speak German most of the time.

While teachers may at times find it necessary to revert to English to give instructions for written assignments or explain points about vocabulary, culture, and grammar, they should keep the number of such incidents to a minimum and gradually phase them out. When background information on cultural points must be given in English, it is best to give it in the form of a written, out-of-class assignment.

Most instructions for the simple activities in this curriculum guide are in German. With a few beginning-level activities, English translations have been added for clarification: **Berichtet/**Report back to the class. However, these translations should be omitted as soon as students know the meanings of the German phrases.

Vocabulary explanations should also be in German whenever possible. There are a number of methods and aids teachers can use to explain the meanings of new words. Sample lessons in which such techniques are described appear in Section 3 of this guide.

- Demonstrating, or "acting out," the meanings of such words as **müde**
- Using realia or visuals with words such as **die Jacke, es regnet**
- Giving antonyms: **kalt = nicht warm**
- Providing synonyms: **Fleischer = Metzger**
- Placing new words on a scale: **kalt, kühl, warm, heiß**
- Using words in context: **(Bäcker) Der Bäcker macht Brot.**
- Suggesting logical relationships: **(Schnabel) Ein Mensch hat einen Mund. Ein Vogel hat einen Schnabel.**

The teacher can also illustrate classroom expressions for students using language ladders and passwords (Knop, pp. 13-14; Wisconsin Department of Public Instruction, pp. 47-48). Preparing activity overviews, or **Stundenübersichten**, in German can also introduce students to some of the words and expressions needed during the lesson. An overview of the Section 3 "Jahreszeiten" lesson, for example, might look like this.

Stundenthema: Jahreszeiten

1. **Assoziogramm: Winter**
2. **Ein Bild: Was ist das?**
3. **Björns Brief**
4. **Sport im Frühling, Sommer, Herbst und Winter**
5. **Ein Brief an Björn**

Vary Classroom Materials

Do use a variety of materials in the instructional program.

Don't rely solely on the textbook as a teaching resource.

Teachers who rely excessively on textbooks can create a classroom climate that is monotonous. This is because textbooks often include repetitive, generic categories of information and activities, and specify the same procedures to be followed in the same way from chapter to chapter.

Textbooks are also commercial ventures designed to appeal to a variety of potential users and are often the products of compromises on diverse topics and teaching procedures. Because textbooks are marketed nationally, their authors tend to have a hypothetically average U. S. student mind. This student's age may range from the middle school to the high school years.

It is the teacher's responsibility to adapt, modify, and supplement material in a text to make it relevant to his or her students' ages, social and ethnic backgrounds, interests, future needs, abilities, and learning styles. Such modifications may involve omission of dated, stereotypical, or locally inappropriate material. Teachers may also add information that the textbook lacks.

It is the teacher's responsibility to adapt, modify, and supplement material in a text to make it relevant to his or her students' ages, social and ethnic backgrounds, interests, future needs, abilities, and learning styles.

Oral and written supplements to a textbook should reflect the variety of materials students are likely to encounter in real-life situations. Songs, train announcements, news and weather broadcasts, radio plays, television commercials and programs, letters and notes, forms, railroad timetables, telephone directories, tourist brochures, cookbooks, newspaper and magazine articles, poems, short stories, plays, and so on should all be brought into the classroom for students to see and study. Samples of many of these types of materials are included or reproduced in the Section 3 lessons in this guide.

Even unedited original materials can be used in class, provided that related listening or reading assignments are geared to students' levels of proficiency. For example, a beginning German class can use a tourist brochure simply to locate specific information like a telephone number or address. More advanced classes can use the same brochure to perform a complex task such as planning a visit to the area described.

Make Grammar Functional

Do teach grammar only as a tool for using German to communicate.

Don't base lessons on coverage of grammar points that have no communicative purpose.

One of the main points of the new proficiency-oriented approach to language teaching is that what students can *do* with a language is more important than how much material the teacher has covered. The emphasis is on *functions* that students can carry out in specific contexts.

Can students, for example, name things they want to buy in a store: **Ich hätte gerne einen Pullover/eine Hose/ein T-Shirt**? Can they describe where things are in their houses: **In meinem Zimmer . . . Im Keller . . . ?**

Grammar should be taught, then, not as a series of linguistic abstractions, but as it is needed to help students carry out functions they are learning. Neither should the time line for teaching points of grammar, or the sequence of concepts taught, be dictated by the sequence of such concepts in a textbook. For example, the subjunctive forms of verbs can be taught, without going into detail, as soon as a learning activity requires use of these forms—for example, **hätte** in **Ich hätte gerne hundert Gramm Schweizer Käse** or **würde** in **Ich würde im Sommer gern nach Dresden fahren**.

Grammar should be taught . . . as it is needed to help students carry out functions they are learning.

Grammatical structures students will not need to carry out required functions should not be taught for active use. Probably the best example of such a structure is the past subjunctive, or subjunctive II, which in many cases can be replaced with **würde** and an infinitive. Students should not be required to produce such verb forms as **ginge** or **fiele**.

Similarly, they need not master the present subjunctive, or subjunctive I, for active use, as it is not normally employed in spoken German. Instead of saying **Er sagte, er sei Amerikaner**, most Germans would say **Er sagte, daß er Amerikaner ist** or **Er sagte, daß er Amerikaner wäre**. The future tense should also be de-emphasized, as it is more idiomatic to use the present tense to express future action: **Was machst du in den Ferien? Wir fahren nach Yellowstone**.

Integrate Cultural Information

Do integrate information on culture into German instruction at all levels and provide a balanced picture of the countries where German is spoken.

Don't treat cultural topics as isolated extras, or overemphasize out-of-date stereotypes of German countries and German people.

Foreign language instruction can help prepare students for life in an increasingly interdependent world if information on cultural context is provided as an integral part of foreign language classes at all levels. Students can learn about cultural similarities and differences in the foreign language classroom. They can be taught to view a new culture with sympathetic understanding and to be tolerant of cultural differences. Teachers can also help young people gain insights into their own culture by contrasting it with the culture they are studying.

Students . . . can be taught to view a new culture with sympathetic understanding and to be tolerant of cultural differences.

The authors of this book suggest the following guidelines for teaching culture in foreign language classes.

- Set up the classroom as a cultural island in which students are surrounded by materials from countries where German is spoken, including posters, books, music, and other realia. Visuals should not depict only the well-known tourist attractions in southern Germany, but the variety and contrasts of German scenery and society, showing different topographical regions, building styles, social contrasts, and so on.

- Choose cultural topics that are relevant to students' ages and interests.

- Replace generalized, factual, depersonalized information on aspects of the target culture with specific, personal examples. Rather than providing general information on German youth hostels, for example, tell students what it might be like for them to take a trip to the **Jugendherberge** in Nuremberg or Pirna and integrate facts about German youth hostels in the narrative.

To avoid overgeneralizations and stereotyping, use a variety of materials to provide information on a broad range of behaviors . . . .

- To avoid overgeneralizations and stereotyping, use a variety of materials to provide information on a broad range of behaviors, from contrasting attitudes about **Weihnachten** to different television-watching habits and varying perceptions of **Heimat**. Interviews published in the youth magazine *Jugendmagazin* (Felten Medien Concept, Oberländer Ufer 180-182, 5000 Köln 51, West Germany) are one source of information on changing behaviors and attitudes.

  Students can also be taught to avoid generalizations by using linguistic qualifiers like **die meisten Deutschen, viele Deutsche, einige Deutsche, in vielen Fällen, manchmal**, and so on. The "Unsere Schließfächer" lesson in Section 3 suggests introducing students early on to qualifiers like **die meisten** and **einige**.

- Emphasize that culture is dynamic and changing, not static. Occurrences that make this clear and are also relevant to student interests can be used to illustrate this—changing tastes in popular and rock music and changing **Jugendtreffpunkte**, from the **Tanzlokal** of the 1950s to the **Disco** of the 1980s.

- Show students ways in which their own and the target culture are similar, like the ways in which they and the young people in Germany, Austria, and Switzerland dress or the similar fast-food restaurants in which they eat. Do not overemphasize examples of the curious and the exotic, like **Lederhosen** and **Schuhplattler**.

- Present a balanced picture of the target culture, not an idealized one. With more advanced students, discuss cultural strengths and shortcomings like German contributions to world culture, German atrocities during the Third Reich, and successes and failures of post-World War II German democracy. (Boschma, pp. 72-81)

- Whenever possible, include examples from both the Federal Republic and the German Democratic Republic. Emphasize the key role West Germany and East Germany are playing in overcoming the post-World War II division of Europe. One source for the West German view on east-west relations is *Wir in Ost und West*, a free magazine available from Universum Verlagsanstalt, *Wir in Ost und West*, Postfach 5720, D-6200 Wiesbaden 1, West Germany. For East German materials, contact the Office of the Cultural Attache, Embassy of the German Democratic Republic, at the address listed in Appendix B.

- Explore words as carriers of concepts and culture: **Garten/yard, Theater/theater, Kindergarten/kindergarten**, and so on. The "Jahreszeiten" and "Städte in Deutschland und den USA" activities is Section 3 and the "Mini-Dictionary: School Words" in Section 4 provide, respectively, information on differences in meaning for these three sets of words in U.S. and German cultures.

- Use a variety of teaching techniques and learning strategies, such as total physical response with cultural overtones (Asher), lectures, culture capsules, interviews with native speakers, and independent research.

- Involve students in actively interpreting materials like graphs, charts, survey results, visuals, and so on.

Create Purposeful Lessons

Do provide a coherent theme or topic with clearly stated goals for each lesson.

Don't fill a lesson with miscellaneous, unrelated activities.

Teachers should define a set of objectives for each lesson they create. Objectives should describe the functions students should be able to carry out and the topics they should be able to discuss in German by the end of each period. A sample objective could be learning to express physical discomfort and medical needs in very simple terms: **Mir tut der Kopf/der rechte Arm/das linke Bein weh**.

Teachers should try to anticipate potential learning difficulties and define the intermediate steps students will have to take to accomplish each lesson's objective. They should work to create activities that are coherent and well integrated. Writing the **Stundenthema**—for example, **über Verletzungen reden**—on the blackboard as part of the overview, or **Stundenübersicht**, at the beginning of each lesson may help teachers and students to focus on the overall theme and purpose of each lesson and see the connections among various activities.

Teachers should try to anticipate potential learning difficulties and define the intermediate steps students will have to take to accomplish each lesson's objective.

All sample lessons provided in Section 3 of this guide are topic oriented. The thematic focus is specified, and objectives listed at the beginning, for each unit.

Foster Language Skills

Do include listening, speaking, reading, and writing activities in each unit of study.

Don't fixate on one teaching style that neglects any of the basic skill areas.

Oral and written, receptive and productive skills play important roles in everyday communication. Consequently, all four language skills—

listening, reading, speaking, and writing—should be fostered in foreign language classes for students who are old enough to have learned to read and write English. The skills should not be taught in isolation but as parts of integrated units.

An early lesson on weather, like "Wie ist das Wetter?" in Section 3, can involve listening to and acting out basic dialogues as well as reading and writing picture postcards about the weather. At a more advanced stage, the subject of weather can be reintroduced as part of a unit on planning a weekend with friends in Germany. This might involve studying a **Wetterbericht** from a German newspaper, listening to a recording of a radio weather forecast, and discussing possible activities. "Wie soll das Wetter am Samstag werden?" in Section 3 is an example of a more advanced lesson incorporating the subject of weather.

> *. . . all four language skills—listening, reading, speaking, and writing—should be fostered in foreign language classes for students who are old enough to have learned to read and write English. The skills should not be taught in isolation but as parts of integrated units.*

Vary Teaching Techniques

Do use a variety of teaching techniques.

Don't fall into a repetitive, predictable pattern of instructional procedure.

In every classroom, there are students with many different learning styles. No one instructional approach is likely to be appropriate for them all. It is therefore important to appeal to all the senses—oral, visual, tactile, and so on—and to vary instructional tactics during each class period.

For example, the teacher can use total physical response (Asher), a Gouin series (Rivers), group work, interview, and gaming techniques to get students actively involved in lessons. He or she can use realia, visuals, color coding, and mnemonic devices to teach grammar. Songs can be used to present culture and to teach and reinforce functions, grammar, and vocabulary. The "Geburtstage" lesson in Section 3 incorporates ideas for using a number of these teaching strategies.

Use a Lesson-Planning Format

Do devise a lesson-planning format to ensure that the best possible learning environment is always created.

Don't rely solely on the textbook as the organizing basis for lessons.

The authors of this guide recommend the five-point format described below for planning daily lessons and related activities. Teachers should feel free to adapt this format as needed. For example, the priming phase can become part of the warm-up for an activity, or priming may be enhanced by the introductory **Assoziogramm** as it is in the "Lieber Brieffreund! Liebe Brieffreundin!," "Jahreszeiten," and "Zu Hause" lessons in Section 3 of this guide. Adequated priming may even be provided in the overview for a given lesson.

The important thing is to include all five elements at some point in each lesson. Students must be told at the outset what is expected of them (overview). They should have under control the vocabulary and grammatical structures needed to carry out an activity (priming). They must have time for drill and practice. Finally, the teacher should find out if an activity has worked, not just so grades can be given, but also so students can be encouraged when things have gone well (checking).

1. **Warm-up.** The overall lesson might well start with activities that review previously learned material. The review should be done in German to get students ready to use the target language. Warm-up activities should not consist entirely of narrowly focused questions that require only brief answers. They should also give students opportunities to engage in extended discourse on familiar topics.

2. **Overview.** In this phase, the teacher helps students to focus on a given activity so that they know its purpose and what it requires them to do and say. The teacher also tells them what they should be able to do by the end of the activity and how much time is allotted for it. A sample overview statement for an activity in which students work in pairs with a questionnaire might include this information: **Fragt jetzt euren Partner, wo er wohnt. Benutzt den Fragebogen und macht euch Notizen. Ihr habt sieben Minuten Zeit. Nach der Partnerarbeit frage ich euch, was ihr herausgefunden habt.**

3. **Priming.** Even after students have been given an overview of an activity, often many are not sure what to do next. The priming phase can provide students with the information they need to proceed with confidence. For example, the teacher can ask two students to carry out a small part of the activity in front of the class, or the teacher can do a segment of the activity with a student. The teacher might also review old material or present new material needed to perform the activity.

4. **Drill and Practice.** Students next engage in the activity under the teacher's direction. If students are working in pairs, the teacher should move around the room and help to keep them on task. If the entire class is working together, the teacher should employ a variety of activities and provide feedback and reinforcement for correct responses.

5. **Check.** After students have practiced for the allotted time, teacher and students should determine how well their objectives have been met. Teachers can devise numerous ways to do this in addition to the three suggested here.
   - Calling on individuals to produce appropriate responses. Questions asked can be specifically focused—**Ursula, wo wohnt dein Partner?**—or be more open—**Ursula, was kannst du über deinen Partner sagen?**
   - Giving a partial cue for individual completion—**Hans, deine Partnerin wohnt....**

- **Requesting a written summary.** Each student can be asked to write a short statement about where his or her partner lives, including other information required in the learning activity.

Encourage Communication

Do plan lessons that require students to use German to express their own thoughts and ideas.

Don't rely too heavily on mechanical drills in which students repeat and manipulate grammatical forms they have learned.

Manipulative drills serve a useful function when students are practicing newly introduced material. After the conversational past tense has been discussed, for example, it is entirely appropriate for students to do exercises requiring them to fill in the correct forms of **haben/sein** or past participles in sample sentences.

Language learning must, however, go beyond this. Exercises should lead progressively to personal and/or communicative use of the target language. Student should eventually be required to exchange new information; a sample pair-work activity could require them to find out how their partner spent the weekend. An example of an exercise that begins with manipulative and progresses to communicative items can be found in *Neue Freunde* (Winkler, p. 290).

Personalize

Do get students talking in German about their own lives, interests, and environment.

Don't limit the content of the German program to abstract data and impersonal facts.

Students should be encouraged to talk, not only about fictitious textbook characters and faraway places, but also about real people and places important to them. They should, for example, be able to give information on their age, height, and weight; their families; their houses and the places where they have lived; their hobbies and interests; and their preferences and dreams. The lessons entitled "Das bin ich," "Meine Familie," and "Wo wohnst du?" in Section 3 all require students to talk about these and other personal topics.

Students should be encouraged to talk . . . about real people and places important to them.

Whenever possible, students should compare and contrast the target culture with their own. They should, for example, talk about the ways landscapes, hotels, youth hostels, and forms of transportation are similar and different in the countries where German is spoken and in the United States.

Students should not, however, be asked to talk about sensitive topics such as their height or weight or family situation if these would be embarrassing to them. Teachers can tell students they may choose one of three ways to answer any personal question. They can give the real answer, they can create a fictional answer so long as it is plausible or humorous, or they can express in German their unwillingness to deal with the topic using sentences such as these.

- **Das möchte ich nicht sagen**. I don't want to talk about that.
- **Warum fragst du/fragen Sie?** Why are you asking that?
- **Das ist doch nicht wichtig**. That's not important.
- **Das geht dich/Sie nichts an**. That's none of your business. This is an abrupt, impolite statement that lets the questioner know the person being questioned is extremely annoyed. Teachers should make it clear to students that this sentence should be used advisedly.

Foster Extended Discourse

Do plan activities that require extended discourse.

Don't focus exclusively on exercises that produce one-word or one-sentence responses.

When asked, **Wohin gehst du?** or **Wann schreibt ihr die nächste Klassenarbeit?**, even a proficient German speaker is likely to respond with a short utterance like **ins Kino** or **morgen**. Other types of questions, however—**Was ist ein Gymnasium?**—invariably require much longer answers. Proficiency-oriented language instruction should teach both types of responses. While teachers need not insist on a full-sentence reply to a question that a native speaker would answer with one or two words, they should be careful not to rely exclusively on narrowly focused questions that require only one-word or one-sentence responses.

The teacher must incorporate techniques which encourage students to produce several coherent utterances in response to a question, topic, visual, or small-group situation.

German classroom activities should present students with learning situations that require them to engage in extended discourse. The teacher must incorporate techniques which encourage students to produce several coherent utterances in response to a question, topic, visual, or small-group situation. Some techniques are suggested here, and teachers are encouraged to create others to fit the needs and expand abilities of their students.

Warm-Ups

Ask open-ended questions requiring students to talk about familiar material. For example, show them pictures of a textbook character and ask them to summarize what they know about him or her.

Teacher: **Was wißt ihr über Rocky?**
Student: **Rocky kommt vom Mars. Er ist 99 (neunundneunzig) Jahre alt. Er ist 1,24 Meter (ein Meter vierundzwanzig) groß. Er hat schwarze Haare und grüne Augen. Er hört gerne Musik und er malt gerne. Seine Mutter heißt Rocka. Sie ist Miss Universum ....** (Neuner, volume 1, pp. 22, 52)

Comprehension Checks

Teachers should run regular checks that require extended discourse to ensure that students are comprehending the material being presented. A number of devices can be used to check comprehension.

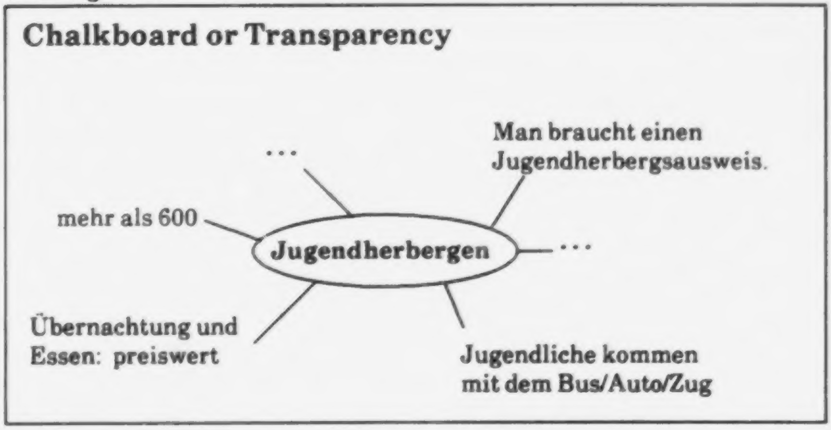
- When using true/false exercises, insist that students correct false information.

Teacher: **Wien ist die Hauptstadt der Bundesrepublik Deutschland.**
Student: **Falsch. Wien ist die Hauptstadt von Österreich.**

- Give students open-ended questions or statements to which to respond, for example, **Macht vier Sätze über . . . , Macht mindestens vier Sätze zum Thema . . . , Was habt ihr verstanden? Was habt ihr über . . . herausgefunden? Warum . . . ?**

- Write a key word on the chalkboard or on a transparency and ask students to supply additional information from a passage they have read. Write multiple-word phrases or sentences they supply on the blackboard or a transparency. For example, after the teacher has introduced the necessary youth hostel vocabulary, he or she could ask students to extract information like that in Figure 2 from a reading selection about **Jugendherbergen** in Germany.

Figure 2


Chalkboard or Transparency
. . .
Man braucht einen Jugendherbergsausweis.
mehr als 600
Jugendherbergen
. . .
Übernachtung und Essen: preiswert
Jugendliche kommen mit dem Bus/Auto/Zug

- Encourage students to summarize the information on a chalkboard or transparency by asking a question like this: **Wer kann zusammenfassen, was an der Tafel/auf der Folie steht?** The "Zu Hause" lesson in Section 3 suggests asking this kind of open-ended question about information on a blackboard to get students talking about their home town, region, or state.

Interviews, Role Play, and Games

Teachers can create frequent opportunities for interview, role-play, and communicative games. These vary the learning climate and help to keep students involved and interested.

- After adequate priming, separate the class into pairs of students or small groups, assign a task, and ask students to report back to the class.

Teacher:	**Fragt euren Nachbarn, was er im Haushalt machen muß. Macht euch Notizen und berichtet anschließend vor der Klasse.**
Student:	(Name of partner) **muß ihr/sein Zimmer aufräumen und den Hund ausführen.**

Teachers can create frequent opportunities for interview, role-play, and communicative games.

- Ask students to combine two or more mini-dialogues into a longer one and act it out in front of the class. The "Wie ist das Wetter?" lesson in Section 3 includes a suggestion for this type of activity.

- Introduce games that require students to engage in communicative exchanges. For example, develop a board game like "Erzähl uns etwas über . . ." in Activity 3 (adapted from Müller, pp. 178-179, 182-183) geared to the topics students can master. The game in Activity 3 is designed for level II and III students. To begin it, divide students into groups of from two to five and explain or hand out the rules.

Spielregeln

— Am Anfang würfeln alle Spieler. Der Spieler oder die Spielerin mit der höchsten Augenzahl beginnt.
— Es wird im Uhrzeigersinn gewürfelt.
— Die Spieler würfeln und rücken entsprechend der gewürfelten Zahl vor.
— Die Spieler können wählen, welchen Weg zum Ziel sie einschlagen wollen.
— Wenn ein Spieler auf ein Feld kommt, muß er eine Minute über das jeweilige Thema reden. Kann er dies nicht, darf er beim nächsten Mal nicht würfeln, sondern nur ein Feld vorrücken.
— Wenn ein Spieler auf das Feld „Freies Parken" kommt, braucht er keine Aufgabe zu lösen.

The first time class groups try the game, the teacher may want to shorten the time a student must talk on a given topic to 30 seconds. Teachers should feel free to change the topics of the **Erzählspiel** as well and to make other modifications in the rules. For example, they might make cardboard playing pieces with a smiling face on one side and a frowning face on the other, and then adopt the following additional rules.

— Jeder Spieler hat einen Spielstein mit einem fröhlichen und einem traurigen Gesicht.
— Am Anfang liegen die Spielsteine mit dem fröhlichen Gesicht nach oben.

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Activity 3

Erzähl uns etwas über ....

Würfelspiel

deine Hobbies

dein Traumhaus

die USA

eine Reise, die du machen möchtest

Freies Parken

einen Zoo

Parties in den USA

Sport

deine Schule

Start

Feiertage in den USA

deine Berufspläne

deine Stadt

dein Lieblingsfach

ein schönes Geschenk

einen Film, den du gesehen hast

deine Lieblingsjahreszeit

ein Buch, das du gelesen hast

einen Freund/eine Freundin

deine Zukunftspläne

ein Spiel, das du gern spielst

Freies Parken

Österreich

Kleidung, die du gerne trägst

Autos

Essen und Trinken

etwas, was du gut kannst

die Post in den USA und Deutschland

die Natur

Menschen, die du nicht magst

eine Fernsehsendung

deine Familie

Nochmal würfeln

etwas, was du nicht gern tust

Ziel

deine Hoffnungen für die Zukunft

deinen Staat

eine berühmte Person

Einkaufen in den USA

Deutschland

das, was du mit einer Million Mark machen würdest

Krankheiten

das, was du zu Hause machen mußt

die Schweiz

This game was adapted by David Glasser, Jens-Peter Green, and Nikolaus Pollmann from pages 178-179 and 182-183 in *Tag für Tag 1988-1989: Taschenkalender Deutsch als Fremdsprache*, a 1988 work by Martin Muller and others published in Berlin by Langenscheidt.

— Wenn ein Spieler seine Aufgabe nicht lösen kann, muß er seinen Spielstein umdrehen und darf beim nächsten Mal nur ein Feld vorrücken. Wenn er wieder eine Aufgabe löst, darf er seinen Spielstein wieder mit dem fröhlichen Gesicht nach oben legen und wieder würfeln.

After students have played, ask them to report to the class what they have learned about other members of their group. They could also each be asked to write a paragraph about a member of their group.

Creating with Language

Ensure that students have opportunities to use language creatively. After adequate priming, they could, for example,

Ensure that students have opportunities to use language creatively.

- retell a story from a different perspective, perhaps changing a third-person narrative into a first-person narrative (Neuner, volume 2, pp. 15-17);
- invent a dialogue between two characters from a short story (Boschma, pp. 28-33);
- invent an ending for an open-ended story (Neuner, volume 1, pp. 114-115;
- fill in blank speech balloons for cartoon characters (Neuner, volume 1, pp. 45, 48);
- create a story from visuals or other stimuli (Plauen); the text-building device in Figure 3 is one example.

■ Figure 3

Textbaukasten: Love Story

Setze passende Wörter in die Lücken. Denke dir eine lustige Geschichte aus!

Wer?	.... hat ein Mädchen
Wo?	.... kennengelernt.
Was?	Er sah sie an und sagte: „ ...."
Wie?	Alles war .... ,
Wann?	und sie trafen sich ....
Wie?	Er nannte sie immer .... ,
Warum?	weil sie .... hatte.
?	So war es bis .... ,
Was?	dann ....

Adapted from "Reden wir mal über Liebe," *TIP/Jugendscala* (September 1987), p. 25.

Learning Pause

Students can only be expected to engage in extended discourse if they are given adequate time to prepare for each task. After assigning oral work, teachers will often find it is necessary to allow students a few minutes to make notes and get ready. This gives the teacher an opportunity to help students having difficulties, who will then be able to proceed with more confidence. The teacher may also have to wait and say nothing after asking a question or requesting information, even when there is no immediate response, to give students time to collect their thoughts and prepare an answer.

Written Assignments

Written assignments should, over time, require students to produce more and more complete sentences, paragraphs, short letters, and essays. They should not be limited exclusively to fill-in-the-blank exercises. Students can be encouraged to write letters to fictitious or real pen pals in Germany, to keep journals, and to make scrapbooks—**Mein deutsches Album**—on topics covered in their German classes.

Scrapbooks can either be compiled chapter by chapter as topics are covered in class or as a culminating review activity at the end of the school year. They can be graded on the basis of comprehensiveness, linguistic accuracy, appearance, and organization.

Some topics suitable for beginning language classes are listed below. Note that the health topic may be too sensitive for personalized treatment. Students should be allowed to take a humorous approach to this topic if they choose—**Aus dem Tagebuch eines Hypochonders**.

- Das bin ich
- Meine Familie
- Meine Freunde/Freundinnen
- Mein(e) Lieblingstier(e)
- Hier wohne ich/Hier möchte ich wohnen
  - —Mein Zimmer/mein Haus/meine Wohnung
  - —Mein Traumzimmer/mein Traumhaus
  - —Mein Heimatort
  - —Wisconsin
- Was ich (nicht) gerne anziehe
- Mein Halloween-Kostüm
- Hier gehe ich zur Schule
- Mein Deutschkurs
- Ein Lehrer/eine Lehrerin an meiner Schule
- Mein deutscher Brieffreund/meine deutsche Brieffreundin
- Ein Tag/eine Woche in meinem Leben
- Mein Lieblingssport
- Feste, die ich feiere
- Das schmeckt gut—Essen und Trinken
- Aus dem Tagebuch eines Hypochonders

Written assignments should, over time, require students to produce more and more complete sentences, paragraphs, short letters, and essays.

Students at level II and beyond might want to produce their own **Reise- und Sprachführer: Die deutschsprachigen Länder**. Some suitable topics can be drawn from background information covered in class, like **Essen und Trinken in Deutschland, Apotheken und Drogerien, Bäckereien und Konditoreien**, and so on, as well as model dialogues for survival situations, such as **Auf der Bank, Am Bahnhof, Einkaufen, Beim Arzt**, and so on.

Tests

As students may tend to take seriously only what is tested, the teacher should ensure that oral and written tests include items requiring extended discourse. Test items of this sort have been incorporated in the sample units in Section 3 of this guide.

Build Vocabulary

New words should . . . be taught . . . in sentences or multiple-word phrases.

Do teach words in complete contexts and in relation to meaningful life situations.

Don't teach words or sentences in isolation.

Students should be taught a range of vocabulary options and register levels that native speakers would really use. New words should not be taught as isolated lexical elements—**der Geburtstag** = birthday; **gratulieren** = congratulate—but in sentences or multiple-word phrases such as **zum Geburtstag gratulieren**. Examples of contextualized vocabulary can be found in the sample units in Section 3 and in the "Mini-Dictionary: School Words" in Section 4.

Test What Is Taught

Do test what is taught; that is, provide tests, checks, and quizzes on the four skill areas—listening, speaking, reading, and writing.

Tests must measure to what extent students are able to engage in oral and written extended discourse.

Don't grade students using only written tests or only examinations based on multiple-choice and fill-in-the-blank items.

Students may tend to take seriously only material upon which they are tested. Teachers must therefore test student development in all four skill areas—listening, speaking, reading, and writing—as language instruction proceeds. Testing simply with multiple-choice and fill-in-the-blank items is not sufficient. Tests must measure to what extent students are able to engage in oral and written extended discourse.

Students' speaking skills can be assessed on the basis of individual interviews and participation in whole-class and small-group work, learning checks after pair work, instant reactions to visual cues, and presentations in front of the whole class. Sample test items are provided with all lessons in Section 3.

Inevitably, holistic assessment of students' oral skills will be somewhat subjective. For this reason, teachers may find it best to rely on a large number of small progress measures taken throughout the school year rather than attempting to determine student progress by means of a single oral examination. Experienced classroom teachers recommend a number of testing techniques.

Oral Tests

. . . teachers may find it best to rely on a large number of small progress measures taken throughout the school year . . . .

- Appoint student monitors to keep track of student participation during each class period. Such monitors might sit in front of the class with a transparency over a seating chart and record points for students who speak German. Aspects of discourse the class is working on can be weighted. To encourage questions, for example, the teacher can tell the class and the monitor that questions will be worth two points. Negative points can be given for the use of English without permission. The teacher is the final arbiter as to whether an answer is worth points.

- At regular intervals, record the quantity and quality of student participation in classroom activities using check marks, scores, or letter grades. Criteria for informal classroom evaluation could be frequency/consistency, overall spontaneity/fluency, accuracy, and originality.

- At regular intervals, establish a period of perhaps ten to 20 minutes during which students must speak in German about material they have studied. During that time, students can be given a small token piece of colored paper each time they speak in German. Different colors should be used for different days to discourage hoarding. At the end of the exercise, the tokens are collected to determine each student's score.

- To encourage beginning students to work toward extended discourse, the teacher may allow them to evaluate one another on how long they speak the target language.

On the day before they are to time one another, students can be given a list of questions, a vocabulary list, and topics, like **Mein bester Freund/meine beste Freundin; Letztes Wochenende; Österreich.** Their assignment will be to come in prepared to speak on their given topic.

The next day, students choose partners and time each other, subtracting points for English words and phrases and for long pauses. They award points for talking as long as assigned. The assigned talking period might begin at one minute and gradually increase. Grades should not be given the first few times.

When the teacher evaluates student performance during the one-minute exercise, he or she should take into consideration factors such as content, variation of sentence structure, and so on. The Activity 4 instructions can be handed out to students.

Activity 4

One-Minute Oral Exercise

Instructions

1. For 60 seconds, you must speak in German on (topic).
2. If you run out of things to say on the given topic, do not stop talking. Talk about anything you can think of, but do not stop!
3. You may not have any notes.
4. It doesn't matter if you make mistakes. It is most important that you try to be fluent.
5. If I hear any English at all, your grade will automatically drop one letter.
6. These are the grades you will earn for speaking in German for different amounts of time: (A) 51 to 60 seconds, (B) 41 to 50 seconds, (C) 31 to 40 seconds, (D) 20 to 30 seconds, (F) less than 20 seconds.

Adapted from test materials developed by Irene Barmore of Central High School in La Crosse, Wisconsin.

- Include a brief oral interview or presentation with the teacher as part of tests and exams. The oral test can be given while the rest of the class is doing the written part of an exam.

- Use conversation cards, like the samples in Figures 4 and 5, for pair interaction. Conversation cards can be prepared on light cardboard and put together in a grab-bag or shuffled and dealt out at random.

Figure 4

Conversation Card: Reisen

Interview your partner about a trip he/she has taken. Find out
— where your partner went,
— how he or she got there,
— where your partner stayed,
— how long he or she stayed, and
— what your partner did there.

React to what your partner says by asking another question or making an appropriate comment.

Card and teacher's notes adapted from test materials developed by Rosemary Becker of Watertown (WI) High School.

Teacher's Notes: Reisen

1. Call two students at a time and ask them to interview each other in front of you. Students should not know ahead of time who their partner will be. They must interview their partner, listen to responses, and react to each answer by asking another question or making a comment.

2. Grade students on
   —asking the questions,
   —giving responses,
   —reacting to answers, and
   —grammatical correctness, in particular, correct use of the **Perfekt** and **Präteritum** forms.

■ Figure 5

Conversation Card: Sich verabreden

You are talking in a coffee bar with a German friend, played by your teacher. The friend wants to do something with you that evening. He/she has the entertainment section of the local newspaper.

You have to
- find out what your friend's interests are, for example, what type of movies he/she likes,
- offer suggestions,
- give opinions on your friend's suggestions, and
- arrange when and where you will meet.

Use the **du**-form, and try to arrange an evening that will be enjoyable for both of you.

Card and teacher's notes adapted from test materials developed by Horst Bussiek, Georgia Department of Education, and the Goethe Institute, Atlanta.

Teacher's Notes: Sich verabreden

1. Give students a description of the test several days in advance.
2. Tell them you will be using the entertainment section of the local newspaper or of a German newspaper you have worked with in class.
3. When testing, have a copy of the entertainment page that you can both refer to.
4. Give another copy to the next student to be tested.
5. Select your interests according to what the newspaper offers: films, music, shows, concerts, drama, and so on.
6. You should vary your interests so that each student is tested in a slightly different way.
7. If the student being tested is slow to start or to continue, use some of these phrases to help him or her.
   —**Was können wir heute abend machen?**
   —**Hast du Lust, ins Kino zu gehen?**
   —**Dieser Film hier klingt ganz gut.**
   —**Dieser Film hier sieht ganz gut aus.**
   —**Wann/wo wollen wir uns treffen?**
8. You will mainly be responding to the student's suggestions, but be sure to give him or her an opportunity to react to your opinions at some stage.

9. **Don't be too hard to please unless you want to challenge a talented student.**
10. **Award two, one, or no points for each of the following:**
    —offering suggestions,
    —asking about your interests,
    —giving an opinion about your suggestion, and
    —maintaining the flow of the conversation.

Written Tests

Wisconsin's *Guide to Curriculum Planning in Foreign Language* states that discrete-point tests tend to measure knowledge and skill in a minimal context (p. 189). Global or hybrid tests that are mixtures of discrete-point and more open-ended tasks more closely approximate communicative language use, because items call for free responses and are presented in context. Written tests should, therefore, include a mix of tasks such as filling in the blanks, creating a dialogue, describing a picture, or writing a letter or an essay. Tests should begin with less difficult and less complex items to give students confidence before they progress to more complex and difficult tasks.

Free-response items can be graded on the basis of a number of factors, and the weighting of these factors depends on the type of assignment and students' proficiency levels.

—Content
—Length
—Grammatical correctness
—Communicative appropriateness, as indicated by use of appropriate register in a dialogue with strangers or of correct letter form and so on
—Style, including word choice, sentence structure, organization, and other factors

Items in Activity 5 test progress from the objective to the open-ended. Designed for a class at the end of German I, or eighth grade, Activity 5 is adapted from a test developed by Ursula Wright of Longfellow Middle School in La Crosse, Wisconsin.

Sample German I Test

Section I

Fill in the direct object pronouns.

1. Rufst du (me) ____________________ an?
2. Ja, ich rufe (you/singular) ______________________ heute abend an.
3. Ich gebe am Samstag eine Party und lade (you/plural) ____________________ ein.
4. Du lädst (us) __________________ ein? Prima!
5. Meine Freundin heißt Susanne. Kennst du (her) ________________?
6. Das Buch hier ist sehr interessant. Möchtest du (it) ________________ lesen?
7. Die Platten sind gut. Ich kaufe (them) ________________.
8. Der Rockstar ist sehr populär in America. Ich höre (him) ________________ gerne.

Section II

You have been talking to a German who is chewing **Kaugummi**. You didn't understand the underlined words. Ask the question which can be answered by the underlined part of each sentence.

1. Mein Freund heißt Klaus. ________________________________
2. Er ist vierzehn Jahre alt. ________________________________
3. Er wohnt in München. ________________________________
4. Sein Vater ist Pilot bei der Lufthansa. ________________________
5. Klaus hat zwei Schwestern. ________________________________
6. Seine Schwestern spielen Tennis. ____________________________
7. Klaus lernt Englisch. Sein Englisch ist gut. ____________________
8. Morgen schreibt er eine Englischarbeit. ________________________
9. Klaus mag Gabi. ________________________________
10. Klaus telefoniert nicht lange mit Gabi, denn sein Vater braucht das Telefon fürs Geschäft. ________________________________

Section III

Beantworte folgende Fragen.

1. Du gibst eine Geburtstagsparty. Wie lädst du deine Freunde ein? ______________

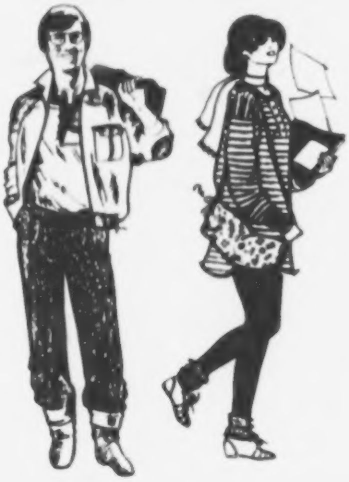
2. Wen lädst du alles ein? ______________

3. Was gibt es zu essen und zu trinken? ______________

4. Deinen Freunden gefällt die Party. Was sagen sie? ______________

Section IV

Beschreib eine dieser Personen.



____

Beantworte folgende Fragen.

Ist dieses Mädchen/dieser junge Mann dein Typ? Warum (nicht)?

Beschreib deine Traumfrau/deinen Traummann.

Section V

Schreib einen Aufsatz über deine Familie, deine Schule, deine Hobbies und so weiter.

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3

Sample Themes, Lessons, and Materials

Learning Levels
Themes and Lessons
Theme 1: Ich und meine Familie
Theme 2: Tage, Monate, Jahreszeiten
Theme 3: Unsere Schule
Theme 4: Wo wir wohnen
Theme 5: Alltagssituationen

Learning Levels

The learning levels specified for each lesson in this section of ***German for Communication*** are based upon those described in Wisconsin's ***Guide to Curriculum Planning in Foreign Language***. That guide recommends a minimum of four levels and 600 hours of foreign language study for Wisconsin students. It also defines functions, topics, grammatical structures, and vocabulary that students should master at each level.

Wisconsin's Guide to Curriculum Planning in Foreign Language . . . *recommends a minimum of four levels and 600 hours of foreign language study . . . .*

According to the ***Foreign Language*** curriculum guide, Level I students learn to interact and survive in the target language in the classroom using primarily memorized materials. At this level, teachers expect and even accept errors in communicative interchanges, so long as these do not impede the comprehensibility of each interchange.

Students at Level II work on acquiring the listening, speaking, reading, and writing skills needed to manage simple everyday survival tasks in the target culture. For example, they practice handling routine travel requirements and taking care of physical needs.

At Levels III and IV, students learn to go beyond discussions of personal welfare to conversations about other people and places and about external events. For these types of interactions, they must be able to describe objects and narrate events in the past, present, and future. Students are no longer primarily reactors when they reach Levels III and IV. They participate actively in casual conversations and ask questions as part of the give-and-take of interaction. They can also resolve and/or deal with situations in the target culture that involve minor problems or unexpected developments.

Themes and Lessons

Teachers are encouraged to adapt lessons and activities in this section of *German for Communication* to meet the needs of their students and to vary and enrich the curriculum. Those using the same textbook might, for example, meet to determine which lessons in this book can be used with various segments of their text, and then modify lessons accordingly.

Five sample teaching themes are developed in this section: "Ich und meine Familie," "Tage, Monate, Jahreszeiten," "Unsere Schule," "Wo wir wohnen," and "Alltagssituationen." Varying numbers of sample lessons are included for each theme, and each sample lesson progresses through one or more activities.

Lesson Elements

Learning objectives appear in large type at the beginning of each lesson. Objectives are followed, as appropriate, by information on suggested learning level(s) of student participants, knowledge prerequisites, vocabulary to be practiced, grammatical structures to be used, cultural information to be integrated into the learning experience, and needed materials.

Vocabulary words and phrases are not always listed in alphabetical order. Words for related concepts, items, or people are often grouped together in ways designed to make it easier for students to learn them. For example, a strictly alphabetical list of German words for family members might read: **mein Bruder, meine Mutter, mein Onkel, meine Schwester, meine Tante, mein Vater, mein Vetter** = my brother, my mother, my uncle, my sister, my aunt, my father, my cousin. However, the student is more likely to want to learn the words for father, mother, brother, and sister together and the words for aunt, uncle, and cousin together. In this guide, therefore, that same vocabulary list will be rearranged into logical learning groups: **mein Vater, meine Mutter, mein Bruder, meine Schwester** and then **meine Tante, mein Onkel, mein Vetter**.

Most vocabulary lists in this guide are arranged in three columns. The left-hand column gives a German word or phrase, the middle column the English translation or equivalent, and the right-hand column one or more German sample sentences. Teachers may wish to recommend to their students these techniques for learning vocabulary from the lists.

- Memorize words and phrases.
  - —Cover the left-hand and right-hand columns so that only English translations are visible.
  - —Write down an equivalent German word or phrase for each English translation.
  - —Check answers.
- Memorize German sample sentences.
  - —Cover the right-hand column.
  - —Read each German word or phrase in the left column and its English translation in the middle column.
  - —Write down a German sample sentence using each German word or phrase.
  - —Check answers.

Sample lessons provided with each teaching theme in this section were developed using the five-point lesson-planning format outlined in Section 2 of this guide. However, lessons do not always include warm-up segments, as the authors could not know what sort of preparation students would have had for each lesson. Most lessons do include suggestions for the overview, priming, drill-and-practice, and check phases of each activity. When a lesson progresses through several activities—each with its own overview, priming, drill-and-practice, and check phases—these are numbered activity 1, activity 2, and so on. Lessons for which the same learning level is specified may be taught in any order the teacher chooses. Suggestions for written and/or oral testing, many of which require students to engage in extended discourse, appear at the end of each lesson and may be incorporated with similar items in tests teachers give their students.

Handouts and worksheets are provided with the lessons in this section. They can be copied for student use. Some handouts can also be reproduced as transparencies if the teacher prefers.

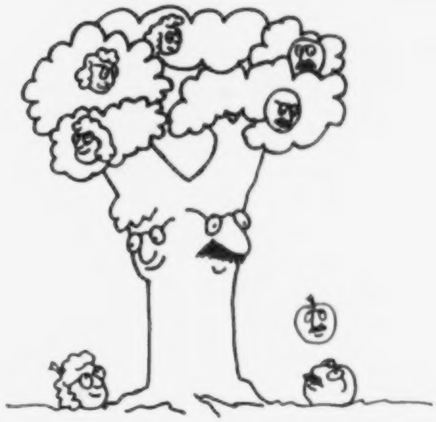
Additional Information

The lesson-planning format in Section 2 and some of the lessons in this section call for development of an **Assoziogramm**. To develop an **Assoziogramm**, the teacher writes a specific topic on the chalkboard or a transparency; asks students to call out related words, phrases, or sentences; and writes these in a circle around the central topic word. The teacher then circles the central topic and draws lines from the circle to the related words, sentences, phrases. The result will resemble a wheel with the topic at the hub and spokes leading to the words/phrases/sentences students have generated.

Three symbols used in the text may need explanation. A slash (/) denotes alternatives, as in **Jugendliche kommen mit dem Bus/Auto/Zug**. Words or phrases enclosed in parentheses are optional elements, German equivalents for English words, or other explanatory material. Boxes enclosing an *x*—☒—are used to draw attention to common mistakes that English speakers make when learning German.

Theme 1: Ich und meine Familie

The family in which a student lives can be a rich source of conversational topics. This unit includes three lessons for Level I and Level II students. The worksheet in the first lesson is modeled on an authentic German **Schülerkalender**, a pocket-sized diary with added facts, tips, jokes, and recipes that many German students carry. The worksheet can be used as the first page of a German scrapbook or as a passport for a German language camp like those discussed under "Beyond the Classroom" in Section 1 of this guide.



Der Apfel fällt nicht weit vom Stamm.
(German proverb)

Lesson 1: Das bin ich

OBJECTIVES: 1) filling out forms, 2) requesting and giving personal information

Level	I
Grammar	Attributive adjectives in set phrases: **blaue Augen, schwarze Haare**
Culture	Cultural elements are described in the third point under "Overview/ Priming" in this lesson.
Vocabulary	See **Handout 1**.

Overview/Priming

- After going over familiar materials as a warm-up, begin the lesson with this statement: **Wir wollen uns heute einen Ausweis für den deutschen Club machen.** Or tell students, **Wir wollen heute Seite eins für unser deutsches Album schreiben. Ich habe hier eine Seite aus einem deutschen Schülerkalender.**

- Give students copies of the second handout—**Handout**—provided with this lesson and ask them to read it and guess meanings of words they do not know. A **besonderes Kennzeichen**, or distinguishing mark, for example, could be a scar: **eine Narbe an der linken Hand**.

- Using German as much as possible, provide cultural background information that will help students understand the form shown in Handout 2.

Hausarzt. In Deutschland kommt der Hausarzt zum Patienten ins Haus, wenn der Patient sehr krank ist.

Meine Größe/Mein Gewicht. Introduce/review metric measurements. Ask students to convert their own heights and weights into metric measures, using the conversion tables—**Umrechnungstabellen**—provided on the handout. Students can also measure themselves with a meter stick. Allow two minutes during which each of them must ask four people in the class, **Wie groß bist du? Wie groß sind Sie?** Think before giving this assignment, however, as personal questions about height and weight should not be asked in class if some students might be embarrassed by them.

Geburtsdatum. Der Tag steht vor dem Monat. Nach Ordinalzahlen steht ein Punkt. For teaching suggestions, see the "Daten" lesson provided under "Theme 2: Tage, Monate, Jahreszeiten" in this section of the guide.

Postleitzahl/Wohnort. Die Postleitzahl steht vor dem Wohnort. Die Postleitzahl zeigt, wo der Ort liegt (see the map on one of the handouts provided with "Lieber Brieffreund! Liebe Brieffreundin!," the third lesson under "Theme 1: Ich und meine Familie"). Große Städte haben drei oder zwei Nullen—2000 (zweitausend) Hamburg oder 2800 (achtundzwanzig null null) Bremen. Kleine Orte haben eine oder keine Null—2880 (achtundzwanzig achtzig) Brake oder 2848 (achtundzwanzig achtundvierzig) Vechta.

Straße/Hausnummer. Die Hausnummer steht nach der Straße.

Telefonnummer. Die Nummer von Vechta, die Vorwahl (area code) von Vechta, ist 04441 (null vier vierundvierzig eins). In kleineren Orten gibt es dreistellige oder vierstellige Telefonnummern (three- or four-digit telephone numbers). In größeren Städten sind die Telefonnummern sechs- oder siebenstellig.

- Introduce/review vocabulary to describe hair and eye color, referring to students in the class. Write statements on the chalkboard or a transparency like those shown here.

—Jim ist blond.
—Sarah hat braune Haare.
—Mary hat blaue Augen.

Drill and Practice/Check

- Once students have talked about the handout and seem familiar with the meanings of words used, give them copies of the worksheet and tell them, **Füllt bitte das Arbeitsblatt aus**.

- When they are finished, collect their worksheets, and then select students to read descriptions of various classmates. Ask other students to guess who is being described.

Suggested Test Items

The following items can be used in written or oral tests.

- **Students can be asked to complete the form below. It is another example of a page from a German Schülerkalender. Use this instruction: Bitte ausfüllen.**

Dieser Schülerkalender gehört

Name ____________________

Vorname ____________________

Straße ____________________

Wohnort ____________________

Telefon ____________________

Geburtstag ____________________

Schule ____________________

Klasse ____________________

Im Notfall anzurufen: ____________________

____

____

- **Schreibe acht Sätze zum Thema „Das bin ich".**

Handout 1

Das bin ich

Words and Phrases for Active Use

Augen (Eyes)

die Augenfarbe	eye color	Ich habe blaue Augen.
blaue Augen	blue eyes	
blaugrüne Augen	bluish-green eyes	
braune Augen	brown eyes	
graue Augen	gray eyes	
grüne Augen	green eyes	

Haare (Hair)

die Haarfarbe	hair color	Welche Haarfarbe hat dein Freund?
blond	blond	Ich bin blond.
braune Haare	brown hair, brunette	Sarah hat braune Haare.
dunkelbraune Haare	dark brown hair	
hellbraune Haare	light brown hair	
rote Haare	red hair	Mein Bruder hat rote Haare.
schwarze Haare	black hair	

Das bin ich

Im Notfall anrufen

Klaus Meyer (04441) 2348
Name **Telefon**

Dr. Kasperlik (04441) 2608
Mein Hausarzt **Telefon**

Auf diesen Platz gehört ein Foto von dir!

1,62 m 46 kg
Meine Größe **Mein Gewicht**

blond blau
Haarfarbe **Augenfarbe**

keine
Besondere Kennzeichen

Gymnasium Antonianum 7b
Meine Schule **Klasse**

Sascha Meyer
Eigenhändige Unterschrift

Das bin ich

Sascha Meyer
Vorname **Familienname**

Tarzan 15.4.76
Spitzname **Geburtsdatum**

2848 Vechta
Postleitzahl/Wohnort

Große Straße 170 (04441) 2348
Straße/Hausnummer **Telefonnummer**

Wie groß bist du?

6'3"	ungefähr	1,90*
6'1"	ungefähr	1,85
5'11"	ungefähr	1,80
5'9"	ungefähr	1,75
5'7"	ungefähr	1,70
5'5"	ungefähr	1,65
5'3"	ungefähr	1,60
5'1"	ungefähr	1,55
4'11"	ungefähr	1,50
4'9"	ungefähr	1,45
4'7"	ungefähr	1,40
4'5"	ungefähr	1,35
ft/in		m/cm (Meter/Zentimeter)

inch x 2,54 = cm

Wieviel wiegst du?

185	ungefähr	84
175	ungefähr	79
165	ungefähr	75
155	ungefähr	70
145	ungefähr	66
135	ungefähr	61
125	ungefähr	57
115	ungefähr	52
105	ungefähr	48
95	ungefähr	43
85	ungefähr	39
75	ungefähr	34
lb		kg (Kilogramm)

lb x 0,4536 = kg

* Lies: eins neunzig oder ein Meter neunzig.

Das bin ich

Im Notfall anrufen

Name　Telefon

Mein Hausarzt　Telefon

Meine Größe　Mein Gewicht

Haarfarbe　Augenfarbe

Besondere Kennzeichen

Meine Schule　Klasse

Eigenhändige Unterschrift

Auf diesen Platz gehört ein Foto von dir!

Das bin ich

Vorname　Familienname

Spitzname　Geburtsdatum

Postleitzahl/Wohnort

Straße/Hausnummer　Telefonnummer

Das bin ich

Meine Größe:	Ich bin ____________ m groß.
Mein Gewicht:	Ich wiege ___________ kg.
Meine Haarfarbe/Augenfarbe:	Ich habe ___________ Haare und _______________ Augen.
Meine Schule:	Ich gehe zur ______________________________.
Meine Telefonnummer:	Meine Telefonnummer ist ___________________.
Meine Adresse:	Meine Adresse ist ______________________________.
Mein Spitzname:	Mein Spitzname ist __________________________. Ich habe keinen Spitznamen.
Mein Vorname/ Familienname:	Ich heiße ____________________________________.

Lesson 2: Meine Familie

OBJECTIVE: talking about family photos

Level	I
Grammar	Nominatives—**dein(e), Ihr(e), mein(e)** Dative in the phrase **Ich lebe bei** ____________________
Culture	Handout 2 included with this lesson shows a family tree that reflects changing fashions in first names. Names like **Josef, Anna, Hedwig,** and **Else**, for example, are no longer commonly used. For a unit on German names, see pages 1 through 3 of George Winkler and Margrit Meinel Diehl's *Kaleidoskop* (Orlando: Harcourt, Brace, Jovanovich, 1985).
Materials	Photographs or other representations of a real or fictitious family—**Fantasiefamilie**—and handouts provided with this lesson
Vocabulary	See **Handout 1**. The teacher may wish to reduce the number of family words if working with slower learners. Note that while the plural, "parents," is **die Eltern** in German, students should use **der Vater** or **die Mutter** when referring to one parent or the other. **Der Elternteil** sounds too bureaucratic for informal conversation.

Activity 1: Overview/Priming

- Follow the warm-up by writing **Meine Familie** on the board. Then introduce family vocabulary, referring to a real or fictitious family and writing on the board statements like those given here.

Meine Familie
Das bin ich.
Das ist mein Bruder.
Das ist mein Vater.
Das ist meine Mutter.
Das sind meine Eltern.

Ich habe keine Schwester.
. . .

- Use visuals such as slides, magazine pictures, or a real or fictitious family tree while words are being introduced.

Activity 1: Drill and Practice/Check

- Give students copies of **Handout 2** provided with this lesson. Ask them to talk about **Kerstins Familie**. Introduce the concept of divorce and the crossed-out rings on **Handout 2**, noting that **Peter ist geschieden**. Make sure students know which names are

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male and female (see Appendix E). Start with some questions and cues requiring one-word answers like those shown here.
—Wie heißt Kerstins Mutter?
—Bernd ist Davids ______________.
—Haben Josef und Anna Söhne oder Töchter?

Next, ask students to write down several sentences in response to an open-ended question like **Macht vier Sätze über Peter** or **Was könnt ihr über Peter sagen?** Monitor students' work and request some of them to read their answers aloud.

- Suggest that students write about their own family or about their **Fantasiefamilie** using this pattern.

Mein(e)__________________________**heißt**________________________________.
Meine__________________________**heißen**________________________________.

Activity 2: Overview/Priming

- Tell students to bring photographs of their real family, or a photo or other representation of their **Fantasiefamilie**, to class and prepare short descriptions of three relatives.

- To help them develop the descriptions, suggest to students questions about relatives that they should find fairly easy to answer, such as

—Wie alt ist er/sie?
—Wie groß ist er/sie?
—Was für ein Mensch ist er/sie?
—Was macht er/sie gern?
—Was ißt er/sie gern?
—Was trinkt er/sie gern?

Activity 2: Drill and Practice/Check

- The next day, divide the class into groups of four and encourage students to talk about their family photographs.

- Require each group to report back to the class on what they have discussed.

Suggestions for Further Development

- To enhance reading comprehension, give students a selection on a German or United States family to read. One example is Dieter Arnsdorf and Manfred Heid's "Die Bühlers." It appears on pages 6 through 9 of *Erzähl doch mal von dir: Zu Gast bei deutschen Freunden* (New York: Langenscheidt, 1985).

- To improve listening comprehension, play a tape recording of a selection on a German or U. S. family. One that could be used is "Der Brieffreund" from *German Today 1* by Jack Moeller and others (Boston: Houghton Mifflin, 1989, p. 61). An audiocassette available with the text includes a reading of this selection. Ask students how much they can understand without help. Or ask them to listen for the answer to a specific question, such as **Wie viele Geschwister hat Barbara?** They can be given copies of an information grid like the one shown and asked to fill it in as they listen.

Barbara und ihre Familie

Was erfahren wir über Barbaras Familie? Bitte Notizen machen.

	Barbara	**Barbaras Bruder**	**Barbaras Schwester**	**Barbaras Mutter**	**Barbaras Vater**
Name					
Alter					
Beruf					
Hobbies					

- Students can also be instructed to create family albums that include pictures and descriptions of relatives. These could be exchanged with pen pals or a partner class in Germany.

- Teach the class additional words and phrases they can use to talk about pictures.

Auf dem Bild ist meine Familie. Vorne links ist mein Vater. In der Mitte sind meine Brüder.

hinten
in der Mitte
links vorne rechts

Zeig mal!
Hast du ein Bild von deinem Vater/Bruder/Onkel/Großvater?
deiner Mutter/Schwester/Tante/Großmutter?
deinen Eltern/Großeltern?

- Teach additional family phrases, expressions, and sentences, including those given here.

—Wir sind vier Personen/zu viert in unserer Familie: meine Mutter, mein Vater, meine Schwester und ich.

—mein ältester/älterer/jüngster/jüngerer Bruder
—meine beiden Brüder/Schwestern

—die Zwillinge, der Neffe, die Nichte, die Urgroßeltern, die Ururgroßeltern

—Meine Eltern leben getrennt.
—Meine Mutter ist wiederverheiratet.
—der Partner meiner Mutter (the live-in)
—die Partnerin meines Vaters

—mein Großvater mütterlicherseits

—meine Großmutter väterlicherseits
—Mein Großvater ist tot. Meine Großmutter lebt noch.

☒ Note that students are likely to translate the English phrase, "my two brothers/sisters" to **meine zwei Brüder/Schwestern**, which is incorrect in German. The correct translation is **meine beiden Brüder/Schwestern**.

- A family may also include pets that students will want to talk about. Introduce expressions they can use to do this.

—Wir haben einen Hund/Wellensittich/Kanarienvogel.
—Unser Hund ist ein Jahr alt.

For learning units on pets, see pages 36 to 41 of *Wer? Wie? Was? 2* by Thomas Vieth (Bonn: Gilde) and pages 48 through 50 of *Kaleidoskop* by George Winkler and Margrit Meinel Diehl (Orlando: Harcourt, Brace Jovanovich, 1985).

☒ Note that **Ich habe einen Vogel** has a double meaning in German. In addition to "I have a bird," it also means "I am crazy."

- Introduce dates students might use to talk about their families and teach them how to say and write dates correctly as in the examples given here. The "Daten" lesson provided under "Theme 2: Tage, Monate, Jahreszeiten" in this section includes additional activities to accustom students to working with dates.

—Meine Großmutter ist am 23.10.1903 (dreiundzwanzigsten Zehnten neunzehnhundertdrei) geboren.
—Mein Großvater ist 1970 (neunzehnhundertsiebzig) gestorben.

- Introduce and review for the class words and phrases commonly used when discussing or asking questions about occupations. Link this discussion with the topic of families by adding occupations to the names given in the family tree (see Handout 3) or in some other way.

—Was macht Kerstins Mutter? Kerstins Mutter arbeitet in einer Bank.
—Was ist Kerstins Vater von Beruf? Lehrer.

In the course of the discussion of occupations and how to talk about them, introduce the construction **will** ____________________ **werden** using examples like these: **David will Rechtsanwalt werden. Kerstin will Ingenieurin werden.**

☒ Be sure to make it clear that Germans do not use indefinite articles when speaking of occupations: **David will Rechtsanwalt werden** (*not* David will *ein* Rechtsanwalt werden).

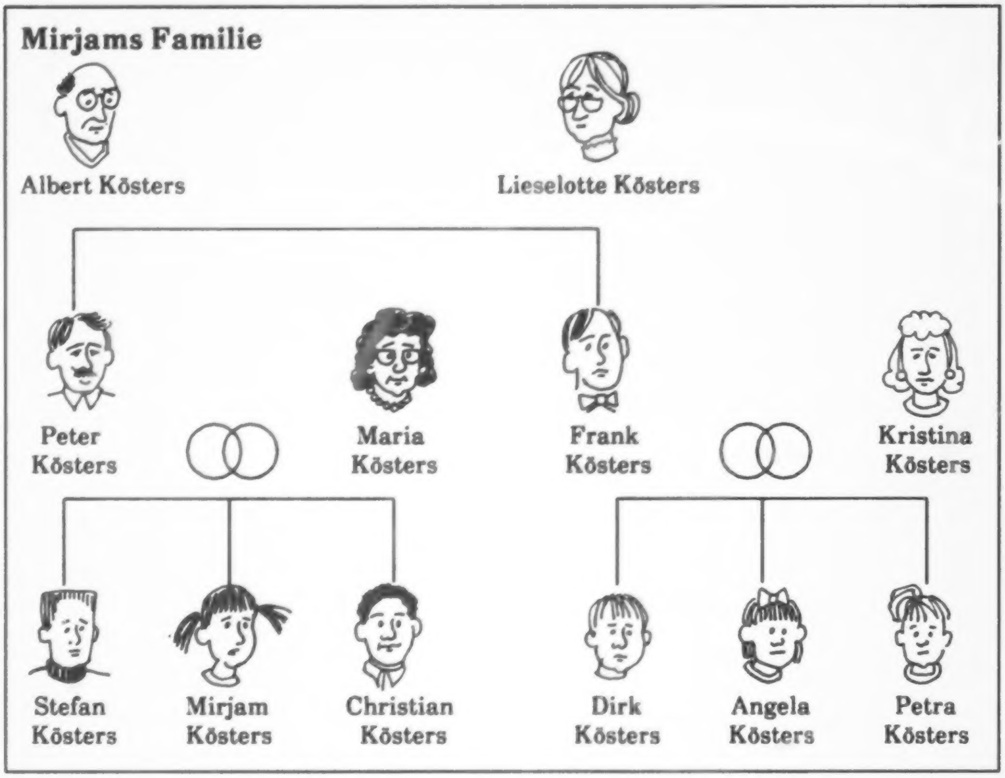
☒ For students' information, explain the difference between **Schüler(in)** and **Student(in)**, as there are no American English equivalents for these terms. A **Schüler(in)** is a young person in elementary or secondary school. The word **Student(in)** is reserved for someone studying at a college or university. **Christian ist Schüler. David ist Student.**

- After the **Perfekt** and **Präteritum** have been introduced, students can talk about their family history. Native American students whose families and ancestors have always lived in the same place can use sentences expressing this permanence, such as **Meine Vorfahren waren vor den europäischen Einwanderen hier**.

Students whose ancestors migrated to this country or state from another country or state can talk about this. The teacher might provide pattern sentences and ask students to fill in the relevant information. For example, the teacher might supply a sentence such as **Meine Eltern sind im 19. (neunzehnten) Jahrhundert aus Deutschland nach Wisconsin gekommen** and then ask students to construct their own variations using elements from Handout 4.

Suggested Test Items

- The family tree shown can be used as part of a written test. Students can be instructed: **Schreibe zehn Sätze über Mirjams Familie.**


Mirjams Familie
Albert Kösters
Lieselotte Kösters
Peter Kösters
Maria Kösters
Frank Kösters
Kristina Kösters
Stefan Kösters
Mirjam Kösters
Christian Kösters
Dirk Kösters
Angela Kösters
Petra Kösters

- Assign students the task of giving oral presentations on their real or fictitious family. Use this instruction: **Erzähl eine Minute von deiner Familie oder deiner Fantasiefamilie.**

Handout 1

Meine Familie

Words and Phrases for Active Use

Eine Frage zu Familienfotos (A Question about Family Photos)

Wer ist das?	Who's that?	Wer ist das? Das bin ich.

Eltern und Geschwister (Parents and Siblings)

meine Familie	my family	Das ist meine Familie.
mein Vater	my father	Wer ist das? Mein Vater.
meine Mutter	my mother	
meine Eltern	my parents	Das hier sind meine Eltern.
mein Bruder,¨	my brother	Ich habe zwei Brüder und zwei Schwestern.
meine Schwester, -n	my sister	
meine Geschwister	my brothers and sisters, siblings	Hast du Geschwister? Ja, einen Bruder und zwei Schwestern.
mein Stiefvater	my stepfather	Ist das dein Stiefvater?
meine Stiefmutter	my stepmother	
mein Stiefbruder,¨	my stepbrother	Nein, das ist mein Stiefbruder.
meine Stiefschwester,-n	my stepsister	

Andere Verwandte (Other Relatives)

mein Großvater,¨	my grandfather	Mein Großvater ist 65.
meine Großmutter,¨	my grandmother	Meine Großmutter ist 63.
meine Großeltern	my grandparents	Meine Großeltern wohnen in Iowa.
mein Onkel,-	my uncle	Mein Onkel ist geschieden.
meine Tante,-n	my aunt	Meine Tante ist unverheiratet.
mein Vetter,-n	my cousin (male)	Ich habe keinen Vetter.
meine Kusine,-n	my cousin (female)	

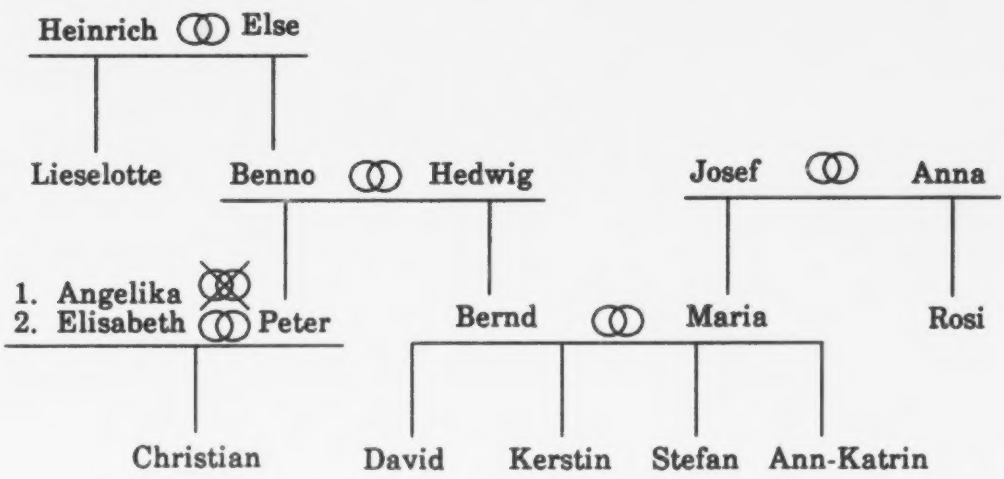
Andere Ausdrücke (Other Expressions)

verheiratet sein	to be married	Ist dein Bruder verheiratet?
geschieden sein	to be divorced	Meine Eltern sind geschieden.
leben bei	to live with	Ich lebe bei meiner Mutter. Mein Bruder lebt bei meinem Vater.

Handout 2

Meine Familie

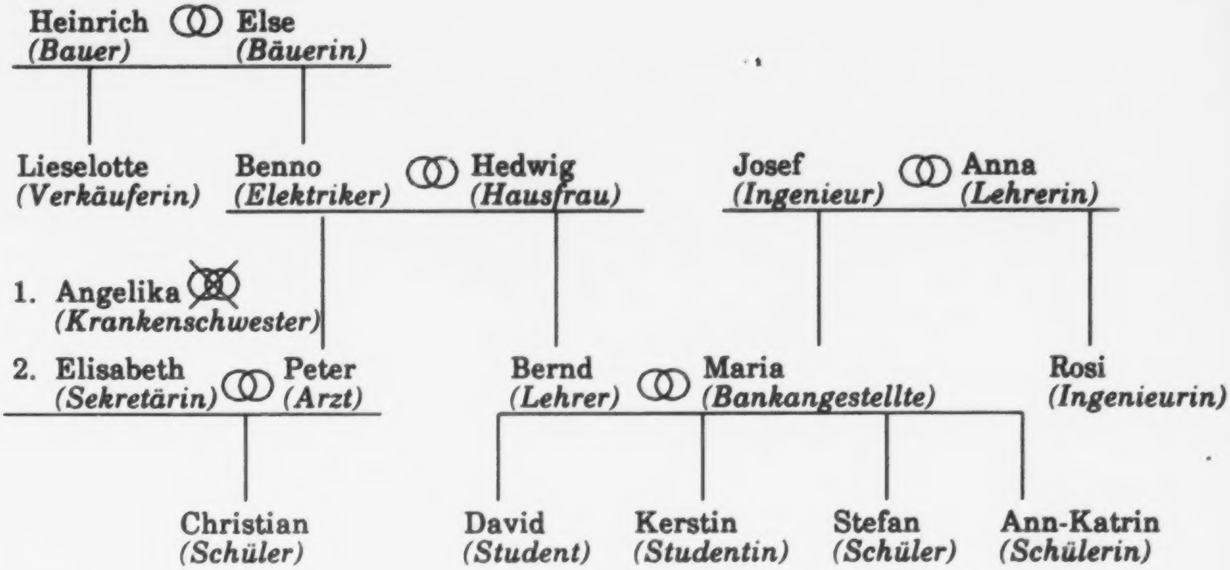
Kerstins Familie


Heinrich
Else
Lieselotte
Benno
Hedwig
Josef
Anna
1. Angelika
2. Elisabeth
Peter
Bernd
Maria
Rosi
Christian
David
Kerstin
Stefan
Ann-Katrin

Handout 3

Meine Familie

Kerstins Familie


Heinrich
(Bauer)
Else
(Bäuerin)
Lieselotte
(Verkäuferin)
Benno
(Elektriker)
Hedwig
(Hausfrau)
Josef
(Ingenieur)
Anna
(Lehrerin)
1. Angelika
(Krankenschwester)
2. Elisabeth
(Sekretärin)
Peter
(Arzt)
Bernd
(Lehrer)
Maria
(Bankangestellte)
Rosi
(Ingenieurin)
Christian
(Schüler)
David
(Student)
Kerstin
(Studentin)
Stefan
(Schüler)
Ann-Katrin
(Schülerin)

Meine Familie

Familiengeschichte (Family History)

Wer?		
meine Vorfahren	my ancestors	Meine Vorfahren haben schon vor den europäischen Einwanderen in den U.S.A. gewohnt.
meine Urgroßeltern	my grandparents	
Wann?		
im 19. (neunzehnten) Jahrhundert	in the 19th century	
1888 (achtzehnhundertachtundachtzig)	in 1888	Meine Urgroßeltern sind 1888 aus Deutschland nach Wisconsin gekommen.
Woher?		
aus Afrika	from Africa	
aus Belgien	from Belgium	
aus China	from China	
aus Dänemark	from Denmark	
aus Deutschland	from Germany	
aus England	from England	
aus Finnland	from Finland	
aus Holland	from Holland	
aus Indochina	from Indochina	
aus Irland	from Ireland	
aus Italien	from Italy	
aus Japan	from Japan	
aus Kambodscha/ Kamputschea	from Cambodia/ Kampuchea	
aus Mittelamerika (z.B. Mexiko, Nicaragua)	from Central America (e.g., Mexico, Nicaragua)	
aus Norwegen	from Norway	
aus Österreich	from Austria	
aus den Philippinen	from the Philippines	
aus Polen	from Poland	
aus Schottland	from Scotland	
aus Schweden	from Sweden	
aus der Schweiz	from Switzerland	
aus Südamerika (z.B. Chile, Argentinien)	from South America (e.g., Chile, Argentina)	
aus Südostasien	from Southeast Asia	
aus den Südstaten (z.B. Texas, Georgia)	from the South (e.g., Texas, Georgia)	
aus der Tschechoslowakei	from Czechoslovakia	
aus Vietnam	from Vietnam	
aus Wales	from Wales	

Lesson 3: Lieber Brieffreund! Liebe Brieffreundin!

For a simpler version of this activity, see pages 32 and following of Thomas Vieth's *Wer? Wie? Was? 2* (Bonn: Gilde).

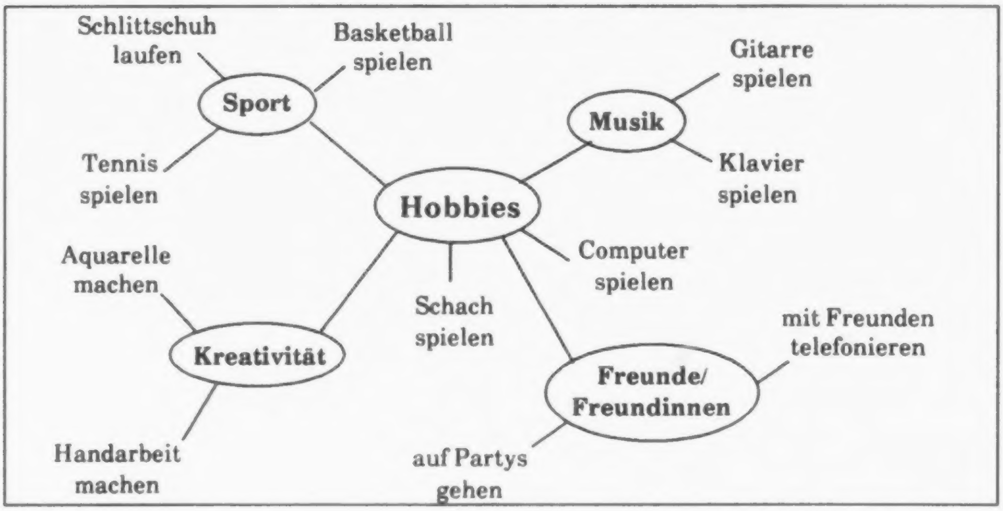
OBJECTIVES: 1) finding a pen pal from a "Wer schreibt uns?" page, 2) writing a letter to a new pen pal

Level	II
Prerequisites	This unit presupposes that students can talk in simple language about themselves—their ages, hobbies, school—and their families.
Culture	1. **Postleitzahlen**, explained in the fifth step under "Activity 1: Priming" 2. layout of a German letter
Materials	Visuals depicting leisure activities, for example, pages 42 through 43 of *Wörter - Bilder - Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache* by Walter Lohfert and Theo Scherling (Berlin: Langenscheidt, 1983)
Vocabulary	See **Handout** 1. Teacher and students can select words and phrases from the handout that are relevant to students' interests and situations.

Activity 1: Warm-Up

- Using visuals, review or reintroduce expressions about hobbies. Make sure each student can name his or her own hobby in German.

- As students talk about hobbies, create an **Assoziogramm** like the one shown here by writing their ideas on the chalkboard. Use multiple-word phrases as much as feasible.


Hobbies
Sport
Schlittschuh laufen
Basketball spielen
Tennis spielen
Musik
Gitarre spielen
Klavier spielen
Computer spielen
Schach spielen
Kreativität
Aquarelle machen
Handarbeit machen
Freunde/ Freundinnen
mit Freunden telefonieren
auf Partys gehen

Activity 1: Overview

- Give students copies of **Handout** 2 entitled "Wer schreibt uns?"

- Tell the class: **Jugendmagazine haben oft Seiten für Jugendliche, die Brieffreunde suchen. Hier ist eine Seite mit Adressen von Jungen und Mädchen, die Brieffreunde suchen. Wir wollen jetzt diese Seite lesen.**

Activity 1: Priming

- Suggest that students try and figure out the meanings of abbreviations used in the handout. Ask: **Was bedeuten die Abkürzungen?** Write the abbreviations on a chalkboard or transparency and fill in the meanings as students discover them. If necessary, refer students to the explanations provided under **Die Abkürzungen bedeuten**.

Abkürzungen

V:
N:
Str:
S:
H/I:
bes. erw:
Bem:

- Make sure students understand the **persönliche Bemerkung (Bem.)**. **Weiblicher Brieffreund**, for example, means a female pen pal, or **Briefpartnerin**.

- Choose one name from **Handout 2**—for example, Jana Ahlborn—and ask students to answer comprehension questions about the person described.

—Ist das ein Junge oder ein Mädchen?
—Wie alt ist sie?
—Wo wohnt sie? In welcher Straße? In welcher Stadt?
—Was für Hobbies hat sie?
—Sucht sie einen Jungen oder ein Mädchen?
—Aus welchem Land?

To encourage extended discourse, request that students summarize what they know about Jana Ahlborn: **Jana Ahlborn ist zwölf. Sie wohnt in . . . . Ihre Hobbies sind . . . .**

- Use the address in the example chosen—2803 Weyhe-Leeste—to introduce or review **Postleitzahlen**. Refer students to the map and note on **Postleitzahlen** in the bottom right-hand corner—**rechts unten**—of **Handout 2**. Ask questions like: **Wo liegt Weyhe-Leeste? In Norddeutschland oder Süddeutschland? Ist das eine Großstadt oder eine Kleinstadt?**

Explain that Germans tend to say **Postleitzahlen** in rhythmical groups and give students some examples.

—2900 = neunundzwanzig null null
—2803 = achtundzwanzig null drei
—2870 = achtundzwanzig siebzig
—2000 = zweitausend

Activity 1: Drill and Practice/Check

- Pass out copies of **Handout 1**, entitled "Mini-Wörterbuch: Hobbies und Interessen." Ask that each student prepare an oral presentation on a person of their choice, using new words from the handout. The teacher can help with country names if necessary.

- Allow time for students to make individual presentations to the class.

Activity 2: Overview/Priming

- Tell students: **Jetzt spielen wir „Brieffreunde suchen". Wer von den Jungen und Mädchen auf der „Wer-schreibt-uns?"-Seite paßt zu (Patty)? Wer paßt zu (John)?** Substitute names of young people in the class for those given in parentheses here.

- Pass out copies of **Arbeitsblatt 1** and provide instructions on how pairs of students are to use it. Explain: **Wir machen jetzt eine Partnerarbeit. Fragt zuerst euren Partner, was für einen Brieffreund er sucht. Dann lest „Wer schreibt uns?" und sucht einen Brieffreund oder eine Brieffreundin für euren Partner. Unbekannte Wörter stehen im Mini-Wörterbuch „Hobbies und Interessen".**

  Explain **Das ist mir egal** (I don't care), which is one way for students to respond to some of the interview questions on the worksheet. Then invite two students to demonstrate the interview process.

Activity 2: Drill and Practice/Check

- Divide the class into pairs or ask students to choose partners and interview one another. Members of each pair must find pen pals for one another.

- Students must then report back to the class, giving clues as to the pen pal they have chosen for their partner and asking classmates to guess who it is. Write sample sentences they can use on the chalkboard or a transparency.

—Ich habe eine Brieffreundin/einen Brieffreund für ________________.
—Sie/Er wohnt in ________________________________.
—Sie/Er ist ______________________________ **Jahre alt.**
—Sie/Er interessiert sich für ____________________________________.
—Ist es ____?

Activity 3: Overview/Priming

- Tell students: **Wir wollen einen Brief an einen Brieffreund in Deutschland schreiben. Hier ist ein Beispiel.** Distribute copies of **Handout 3** and ask them to read the sample letter.

- Note the name and address in the top left-hand corner of the letter. Explain that most informal letters in German do not give the full name and address of the sender, as these are assumed to be known by the recipient. They are included in the **Handout 3** letter, however, because this is the first letter to a new pen pal. The address could also go in the top right-hand corner.

- Encourage students to deduce the meanings of words they do not know, using context and similar words in English as clues. For a cultural note on **Vierzimmerwohnung**, see the "Wo wohnst du?" lesson under "Theme 4: Wo wir wohnen."

—**Kontext**: wohnen, Einwohner, geschieden
—**ähnliches Wort im Deutschen:** Vierzimmerwohnung = vier + Zimmer + Wohnung (wohnen)
—**ähnliches Wort im Englishen**: Zentrum = center

- Pass out copies of **Arbeitsblatt 2** and discuss the characteristics of a personal letter using the illustration at the top of the worksheet.

Activity 3: Drill and Practice/Check

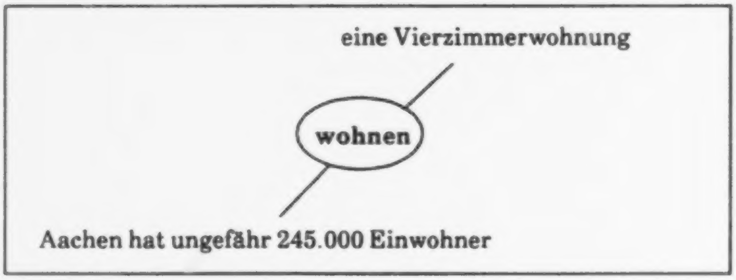
- Ask students to answer the questions on **Arbeitsblatt 2**. Provide help if they need it.

- Once they have completed the worksheet, tell students that each of them must write a letter to a fictitious pen pal in Germany.

- Correct student letters. Comment favorably on good features of letters and on interesting content. Do remedial work on areas where there are problems.

Suggestions for Further Development

- As a vocabulary-building exercise, ask students to find all **wohnen** words and phrases in the letter on **Handout 3**. Arrange the words and phrases they discover in an **Assoziogramm** on the chalkboard or a transparency as shown.



- Encourage students to locate and write to real pen pals in Germany, either as a class or individually and to include photographs, drawings, or picture postcards if they wish. Give extra credit for every letter written. Tell the class that handwritten letters are often difficult for foreigners to read. They should therefore consider printing their letters or typing them on a typewriter or computer. Students may also wish to use these sentences if they receive handwritten letters that are difficult to read: **Ich kann deine Handschrift nur schwer lesen. Kannst du das nächste Mal in Druckbuchstaben schreiben oder den Brief tippen?**

- Suggest that students write to the Verkehrsverein Bad Aachen e.V., Haus Löwenstein, Markt 39, D-5100 Aachen, West Germany for tourist posters and brochures. A sample letter is shown in Appendix C. Aachen can also serve as an example of a **Kurort**—spa—like the ones mentioned on page 117 of Wisconsin's *A Guide to Curriculum Planning*

in Foreign Language. For information on **Kuren in Aachen**, write to Kurverwaltung Bad Aachen, Haus des Gastes, Burtscheider Markt, D-5100 Aachen, West Germany.

Suggested Test Item

Du schreibst einen Brief an deine neue Brieffreundin Sabine. Schreibe 10 Sätze über deine Familie (Eltern und Geschwister, Alter, Wohnorte, Berufe, Hobbies, Lieblingsessen, Lieblingsgetränke). (Choose only topics covered in class.)

______________, ____________

____

Vielen Dank für Deinen Brief. Du fragst nach meiner Familie. ____________

____

____

____

____

____

____

____

____

____

____

Lieber Brieffreund! Liebe Brieffreundin!

Mini-Wörterbuch: Hobbies und Interessen

angeln	to fish	Meine Brieffreundin geht oft angeln.
das Aquarell,-e	water color painting	Mein Brieffreund malt Aquarelle.
der Aufkleber,-	sticker	Meine Brieffreundin sammelt Aufkleber.
ausgehen	to go out	Mein Brieffreund geht oft mit Freunden aus.
Badminton	badminton	Meine Brieffreundin spielt Badminton.
das Ballett,-e	ballet	Mein Brieffreund macht Ballett.
der Basketball,-̈e	basketball	Meine Brieffreundin spielt Basketball.
basteln	to make, build things	Mein Brieffreund bastelt gerne.
beobachten	to watch	Meine Brieffreundin beobachtet oft Tiere.
bergsteigen	to go mountaineering	Mein Brieffreund geht im Urlaub bergsteigen.
der Bleistift,-e	pencil	Meine Brieffreundin kann gut mit Bleistift zeichnen.
die Blockflöte,-n	recorder	Mein Brieffreund spielt Blockflöte.
die Briefmarke,-n	postage stamp	Meine Brieffreundin sammelt Briefmarken.
die Disco,-s	disco	Meine Brieffreundin geht gerne in Discos.
das Fahrrad,-̈er	bicycle	Mein Brieffreund fährt gerne Fahrrad.
die Fete,-n	party	Meine Brieffreundin geht gerne auf Feten.
fliegen	to fly	Mein Brieffreund fliegt gerne.
das Flugzeug,-e	airplane	Meine Brieffreundin interessiert sich für Flugzeuge.
fotografieren	to take photographs, pictures	Mein Brieffreund kann gut fotografieren.
der Fußball,-̈e	soccer	Meine Brieffreundin spielt Fußball.
die Geschichte,-n	story	Mein Brieffreund schreibt gerne Geschichten.
die Gitarre,-n	guitar	Meine Brieffreundin spielt Gitarre.
die Handarbeit,-en	needlework	Mein Brieffreund macht gerne Handarbeit.
hören	to listen to	Meine Brieffreundin hört gerne Popmusik.
der Jazztanz,-̈e	jazz dance	Mein Brieffreund macht Jazztanz.
kennenlernen	to get to know	Meine Brieffreundin lernt gerne Leute kennen.
lachen	to laugh	Mein Brieffreund lacht viel.
das Land,-̈er	country	Meine Brieffreundin reist gerne in fremde Länder.
Latein	Latin	Mein Brieffreund lernt Latein.
Leichtathletik	track and field	Meine Brieffreundin macht Leichtathletik.
lernen	to learn	Mein Brieffreund lernt gerne Sprachen.
lesen (ich lese, du liest, er liest, wir lesen, ihr lest, sie lesen)	to read	Meine Brieffreundin liest viel.
die Leute	people	Mein Brieffreund lernt gerne neue Leute kennen.
die Luftfahrt	aeronautics	Meine Brieffreundin interessiert sich für Luftfahrt.

malen	to paint (artwork)	Mein Brieffreund malt gerne.
die Modelleisenbahn,-en	model railroad	Meine Brieffreundin hat eine Modelleisenbahn.
die Musik	music	Mein Brieffreund hört gerne Musik.
die Orgel,-n	organ	Meine Brieffreundin spielt in der Kirche Orgel.
die Party,-s	party	Mein Brieffreund geht gerne auf Partys und Feten.
die Politik	politics	Meine Brieffreundin interessiert sich für Politik.
radfahren (ich fahre Rad, du fährst Rad, er/sie fährt Rad, wir fahren Rad, ihr fahrt Rad, sie fahren Rad)	to bicycle	Mein Brieffreund fährt gerne Rad.
reisen	to travel	Meine Brieffreundin interessiert sich für Reisen.
reiten	to go horseback riding	Mein Brieffreund reitet.
sammeln (ich sammle, du sammelst, er/sie sammelt, wir sammeln, ihr sammelt, sie sammeln)	to collect	Meine Brieffreundin sammelt Aufkleber und Briefmarken.
Schach	chess	Mein Brieffreund spielt ganz gut Schach.
schlafen	to sleep	Meine Brieffreundin schläft gerne lange.
Schlittschuh laufen	to go skating	Mein Brieffreund geht im Winter oft Schlittschuh laufen.
schreiben	to write	Meine Brieffreundin schreibt gerne Briefe und Geschichten.
schwimmen	to swim	Mein Brieffreund geht oft schwimmen.
Ski fahren (ich fahre Ski, du fährst Ski, er/sie fährt Ski, wir fahren Ski, ihr fahrt Ski, sie fahren Ski)	to ski (usually, downhill skiing)	Meine Brieffreundin fährt Ski.
spielen	to play	Mein Brieffreund spielt Gitarre.
der Sport, die Sportarten	sport(s)	Meine Brieffreundin interessiert sich für Sport.
die Sprache,-n	language	Mein Brieffreund interessiert sich für Sprachen.
Squash	squash (game)	Meine Brieffreundin spielt ganz gut Squash.
stricken	to knit	Mein Brieffreund strickt gerade einen Pullover.
surfen	to go windsurfing	Meine Brieffreundin geht oft surfen.
tanzen	to dance	Mein Brieffreund geht oft tanzen.
telefonieren (mit)	to phone, to talk on the telephone (with)	Meine Brieffreundin telefoniert viel mit ihren Freundinnen.

Handout 1 (continued)

Tennis	tennis	Mein Brieffreund kann nicht gut Tennis spielen.
das Tier,-e	animal	Meine Brieffreundin mag Tiere.
Tischtennis	table tennis, ping pong	Mein Brieffreund spielt Tischtennis und Fußball.
der Urlaub	vacation	Meine Brieffreundin und ihre Eltern fahren im Urlaub nach Frankreich.
zeichnen	to draw	Mein Brieffreund kann gut zeichnen.

Lieber Brieffreund! Liebe Brieffreundin!

Wer schreibt uns?

V: Jana
N: Ahlborn **A:** 12
Str: Auf dem Berge 46
S: D-2803 Weyhe-Leeste
H/I: Reiten, Tennis, Lesen, Schreiben, Musik hören
bes.erw: England, Amerika
Bem: Junge als Briefpartner

V: Gülcan
N: Cetinkaya **A:** 14
Str: Brückenhofstraße 19
S: D-3500 Kassel
H/I: Schwimmen, Lesen, Schlittschuhlaufen, Musik hören, Basketball spielen, Tischtennis
bes.erw: England, Amerika
Bem: Bitte mit Foto!

V: Christine
N: Christ **A:** 20
Str: Bernhard-May-Str. 48
S: D-6200 Wiesbaden 12
H/I: Luftfahrt, Fliegen, Reisen, Sport
bes.erw: Kanada, Amerika Australien

V: Andrea
N: Groß **A:** 11
Str: Oststraße 10
S: D-5248 Selbach/Sieg
H/I: Malen, Stricken, Schwimmen, Fahrrad fahren, Basteln, Lesen
bes.erw: England
Bem: Mädchen (10 bis 12 Jahre)

V: Sabrina
N: Kaefer **A:** 18
Str: Nansenstraße 35
S: D-6200 Wiesbaden
H/I: Ballett, Fotografieren, Reisen, Ausgehen, Disco, Tanzen
bes.erw: USA (New York, Kalifornien, S.F., L.A.)

V: Bettina
N: Peifer **A:** 16
Str: Dorfschaftsweg 12
S: D-2870 Delmenhorst
H/I: Lesen, Gitarre spielen, Malen (Aquarell, Bleistift)
Bem: Deutsch oder Englisch

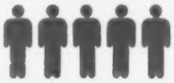
V: Kerstin
N: Salaba **A:** 19
Str: Rheinstraße 94
S: D-6200 Wiesbaden
H/I: Geschichten schreiben, Musik, Lesen, Tiere beobachten
bes.erw: Australien, Kanada

V: Stephanie
N: Savi **A:** 12
Str: Traunsteiner Str. 12
S: D-6200 Wiesbaden
H/I: Jazztanz, Skifahren
bes.erw: USA, Afrika, Italien

V: Kerstin
N: Schrader **A:** 15
Str: von-Gravenreuth-Str. 29
S: D-8000 München 82
H/I: Basketball, Tennis, Handarbeiten, Lesen, Musik, Amerika
bes.erw: Amerika, England, Australien
Bem: America forever!

V: Juli
N: Stelzer **A:** 17
Str: Bahnstraße 19
S: D-6233 Kelkheim
H/I: Squash, surfen, Urlaub
bes.erw: Australien, Bermudas, Kalifornien, Los Angeles

V: Julia
N: von Matzenau **A:** 13
Str: Hoisberg 11
S: D-2000 Hamburg 67
H/I: Telefonieren, Feten, Reiten, Lachen, Leute kennenlernen
bes.erw: Schweden, China



V: Stefan
N: Fiedler **A:** 15
Str: Reichenbergerstr. 12a
S: D-8901 Kissing
H/I: Lesen, Musik (Ich spiele Orgel), Radfahren, Schach
bes.erw: England

V: Oliver
N: Graulich **A:** 18
Str: Aplerbeckerstraße 37
S: D-4600 Dortmund 13
H/I: Sport, Musik, Länder und Sprachen
bes.erw: Dänemark, Japan, Schweden

V: Patrick
N: May **A:** 17
Str: Hauptstraße 69
S: D-5216 Niederkassel 1
H/I: Badminton, Tanzen
bes.erw: Frankreich, Spanien, Schweiz, England
Bem: Ich hätte gern einen weiblichen Briefpartner.

V: Markus
N: Meschter **A:** 12
Str: Leesterstr. 121
S: D-2803 Weyhe-Leeste
H/I: Modelleisenbahn, Aufkleber sammeln, Popmusik hören
bes.erw: USA, Japan

V: Volker
N: Mockenhaupt **A:** 12
Str: Löhgartenstr. 6
S: D-5248 Wissen/Sieg
H/I: Schwimmen, Flugzeuge, Garfield lesen
bes.erw: USA, England

V: Martin
N: Orthen **A:** 11
Str: Rottfeldstraße 15
S: D-5248 Selbach
H/I: Schwimmen, Fußball, Leichtathletik, Briefmarken, Radfahren
bes.erw: England
Bem: Junge gesucht

V: Marc
N: Radke **A:** 14
Str: Brückenhofstr. 76
S: D-3500 Kassel
H/I: Fußball, Tischtennis, Musik
bes.erw: USA, Kanada England

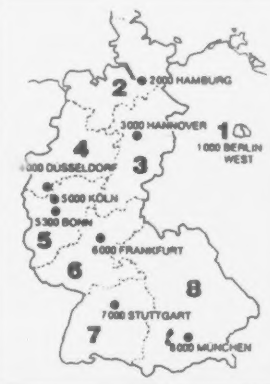
V: Christian
N: Schlatter **A:** 11
Str: Norstraße 20
S: D-5249 Oettershagen
H/I: Fußball, Tennis, andere Sportarten
bes.erw: USA, England
Bem: Junge als Briefpartner gesucht

V: Alexander
N: Seitz **A:** 20
Str: Rüdesheimer Str. 32
S: D-6238 Hofheim-Wallau
H/I: Leichtathletik, Urlaub, Bergsteigen
bes.erw: England
Bem: Weiblicher Brieffreund bevorzugt.

V: Jonas
N: Stockhecke **A:** 13
Str: Buckhorn Nr. 3
S: D-2000 Hamburg 67
H/I: Angeln, Latein, Lesen, Reiten, Englisch lernen
bes.erw: England

V: Gülay
N: Tüsüz **A:** 16
Str: Weilburger Straße 21
S: D-6000 Frankfurt/M 1
H/I: Musik, Folklore
bes.erw: Mädchen und Jungen 16 bis 20 J.

V: Oliver
N: van Kempen **A:** 15
Str: Oldenburger Landstr. 15A
S: D-2870 Delmenhorst
H/I: Schlafen, Ausgehen
bes.erw: England (London, Liverpool), Frankreich (Paris, Toulouse, Allones)



Die Postleitzahl zeigt, in welcher Region Dein Brieffreund wohnt. Große Städte haben 3 oder 2 Nullen, kleine Orte nur eine oder keine Null.

Die Abkürzungen bedeuten:
Vorname:
Nachname: Alter:
Straße:
Stadt:
Hobbys/Interessen:
Besonders erwünscht:
Persönliche Bemerkung:

Lieber Brieffreund! Liebe Brieffreundin!

Ein Brief aus Deutschland

Christian Gies
Im Brander Feld 13
D-5100 Aachen

Aachen, 26.2.1990

Hallo!

Ich heiße Christian Gies. Ich bin vierzehn Jahre alt und wohne in Aachen. Hast Du einen Atlas zur Hand? Aachen liegt westlich von Köln und hat ungefähr 245.000 Einwohner.

Ich habe eine Schwester. Sie heißt Tanja und ist 16. Sie ist manchmal ziemlich doof. Manchmal ist sie aber auch nett und hilft mir bei meinen Hausaufgaben. Meine Eltern sind geschieden. Meine Schwester und ich leben bei meiner Mutter. Meine Mutter ist Filialleiterin* in einem Supermarkt.

Wir wohnen in einer Vierzimmerwohnung im Zentrum von Aachen. Ich möchte gerne einen Hund haben, aber meine Mutter mag keine Haustiere.

Ich bin in der achten Klasse im Einhard-Gymnasium. Ich lerne seit dreieinhalb Jahren Englisch und hätte gern einen Brieffreund oder eine Brieffreundin aus Amerika. Du kannst auf englisch oder deutsch schreiben.

Was sind deine Hobbies? Ich interessiere mich für Computer.

Bitte schreib bald.

Dein

Christian

*Filialleiter(in): store manager

Arbeitsblatt 1

Lieber Brieffreund! Liebe Brieffreundin!

Wir suchen Brieffreunde

Frage deinen Partner und mache dir Notizen.

Du fragst:	*Dein Partner sagt:*	
Junge oder Mädchen?	Junge.	☐
	Mädchen.	☐
	Das ist mir egal.	☐
Wie alt?	11 bis 12 Jahre.	☐
	13 bis 15 Jahre.	☐
	16 bis 18 Jahre.	☐
	Über 18.	☐
Großstadt oder Kleinstadt?	Großstadt.	☐
	Kleinstadt	☐
	Das ist mir egal.	☐

Was für Hobbies hast du? ______________________________

____

____

____

____

Möchtest du auf deutsch oder englisch schreiben?	Auf deutsch.	☐
	Auf englisch.	☐
	Das ist mir egal.	☐

Lieber Brieffreund! Liebe Brieffreundin!

Beispiel: Ein Brief nach Deutschland

__________, ________

Hallo ________!

____

____

____

Bitte schreib bald.

Viele Grüße

Dein John (Deine Mary)

Beantworte die folgenden Fragen.	**Nützliche Ausdrücke**
Wie heißt du? ______________.	
Wie alt bist du? ______________.	
Wo wohnst du? ______________.	
Wie viele Personen sind in deiner Familie? ______________ ______________ ______________ ______________ ______________.	**Wir sind vier Personen in meiner Familie: meine Mutter, mein Vater, meine Schwester und ich.** **Meine Eltern sind geschieden.** **Ich lebe bei meiner Mutter.** **bei meinem Vater.** **Ich habe keine Geschwister.**
Was sind deine Eltern von Beruf? ______________.	**Mein Vater arbeitet in einem Kaufhaus.**
Hast du Haustiere? ______________ ______________ ______________ ______________.	**Ich habe einen Hund.** **eine Katze.** **einen Kanarienvogel.** **Fische.**
In welcher Schule bist du? ____________.	**Ich bin in der** ______________.
In welcher Klasse bist du? ____________.	**Ich bin in der sechsten Klasse.** **siebten** **achten** **neunten** **zehnten** **elften** **zwölften**
Was für Hobbies hast du? ____________.	**Meine Hobbies sind** ______________. **Ich interessiere mich für** ____________.

Theme 2: Tage, Monate, Jahreszeiten

The lessons in this section give students opportunities to talk about days, months, and seasons. They learn how to discuss birthdays and to name the months in which various U.S. holidays occur. They practice asking what date it is and saying and writing dates in the German way. Finally, they write a letter about seasonal activities and preferences, perhaps to a partner class in Germany.

Lesson 1: Geburtstage

OBJECTIVE: surveying fellow-students and the teacher about their birthdays

Level	I
Grammar	Dative in the phrases **im Januar**, and so on; present tense of **haben**
Culture	In spoken and written German dates, the day always comes before the month. A period is used to indicate ordinals, as for example in **am 11.1.70 = am elften Januar 1970**.
Materials	Worksheet and handouts provided with this lesson, overhead projector (optional)
Vocabulary	See **Handout 1**.

Activity 1: Overview/Priming

- Tell students that, by the end of the class period, they will be able to interview other members of the class about what month their birthday is in.

- Pass out copies of **Handout 2** or project it as a transparency and use it to introduce months. Have students say months rhythmically in groups of three: **Januar, Februar, März**; **April, Mai, Juni**; and so on.

Activity 1: Drill and Practice/Check

- Ask students to group months by number of days: **Welche Monate haben 28/29 Tage? 30 Tage? 31 Tage**? This can be done in writing.

- Check student answers.

Activity 2: Overview/Priming/Drill and Practice/Check

- Make sure students know which names on **Handout 2** are male and female (see Appendix E). Ask them to form sentences using the pattern: **Jochen hat im Januar**

Geburtstag. Correct their sentences if necessary, involving students in the correction process as much as possible.

- If further practice is needed, students can do the second exercise described under "Suggestions for Further Development" in this lesson.

Activity 3: Overview/Priming/Drill and Practice/Check

- Write on the chalkboard or a transparency: **Wann hast du Geburtstag**? (to a student) **Wann haben Sie Geburtstag**? (to the teacher).

- Ask students to interview four members of the class about their birthdays. The top half of the worksheet provided with this lesson lists sample questions and has space for note-taking. After interviews are completed, ask students to report back to the class.

- A variation of this activity would be to tell students to talk to one another and find a birthday in each month of the year: **Versucht, für jeden Monat einen Geburtstag zu finden**.

Activity 4: Overview/Priming/Drill and Practice/Check

- Explain to students that they are to find another person in the class who has a birthday in the same month they do and report back to the class. Write the sentence patterns for the interview and report on the chalkboard or a transparency.

Interview: **Ich habe im ____________ Geburtstag**.
Und du? (to a student)
Und Sie? (to the teacher)
Report: **Wir haben im __________ Geburtstag**.

- Request that students interview each other, using the phrases on the board or transparency. Move around the class to monitor pair work.

Activity 5: Overview/Priming/Drill and Practice/Check

- Have students systematize the present tense forms of **haben**. Write them on the chalkboard or a transparency as shown. Introduce **ihr habt**, using information gained during the interview activity, to talk about those who have birthdays in the same month: **Mary und John, ihr habt im ______________ Geburtstag, nicht**?

Ich ______________
Du ______________
Er/sie ______________ **im Januar Geburtstag**.
Wir ______________
Ihr ______________
Sie ______________

- Ask students to complete the fill-in-the-blank exercise "Haben" at the bottom of the worksheet. Check their answers.

Suggestions for Further Development

- Suggest that students make their own **Geburtstagskalender**. This can be done as an imaginative wall display. Students can cut balloons or kites out of colored posterboard for each of the months and write their birthdates on them in the German way.

- To practice the German way of presenting dates and months, ask students to say or write the month in which each person's birthday falls, using the pattern: **Jochen hat im Januar Geburtstag**.

Jochen	11.1.70	Angelika	10.3.88
Günter	8.2.76	Margarete	1.5.13
Heike	7.4.75	Willi	10.6.33
Karsten	8.9.65	Holger	4.10.51
Julia	5.8.77	Kirsten	3.7.55
Birgit	8.12.48	Katharina	11.11.83

- Write the holidays listed here on the board or a transparency and ask students to name the month in which each occurs, using this pattern: **Martin Luther Kings Geburtstag ist im Januar**.

Labor Day ist im ....
St. Patrick's Day ....
Flag Day ....
Independence Day ....
Thanksgiving ....
Lincolns Geburtstag ....
Valentinstag ....
Memorial Day ....
Columbus Day ....
Ostern (Easter) ....
Weihnachten (Christmas) ....

- Teach a birthday song such as "Und wer im Januar Geburtstag hat, tritt ein," the words of which can be found on page 79 of Harald Seeger's Schülerbuch *Wer? Wie? Was? 1* (Bonn: Gilde). Other birthday songs are "Wer hat heute Geburtstag?" which can be found on page 82 of the Schülerbuch by Hermann and Erika Schuh entitled *Komm bitte! 1* (München: Hueber, 1986) and "Zum Geburtstag viel Glück" from page 47 of *Sprachbrücke 1: Deutsch als Fremdsprache* by Gudula Mebus and others (Stuttgart: Klett, 1987). All three songs are available on cassette.

- Use students' own birthdays to introduce birthday greetings such as **Ich gratuliere**, **Herzlichen Glückwünsch zum Geburtstag, Alles Gute zum Geburtstag**, or **Alles Gute für das neue Lebensjahr**. Suggest that students write birthday cards.

- Introduce the names of the seasons using visuals. Appropriate visuals can be found on pages 8 and following of Walter Lohfert and Theo Scherling's *Wörter-Bilder-Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache* (Berlin: Langenscheidt, 1983). Ask students to practice saying months and seasons, using these questions: **Wie heißen die Frühlingsmonate? die Sommermonate? die Herbstmonate? die Wintermonate? In welcher Jahreszeit hast du Geburtstag?** (Ich habe im ____________ Geburtstag.)

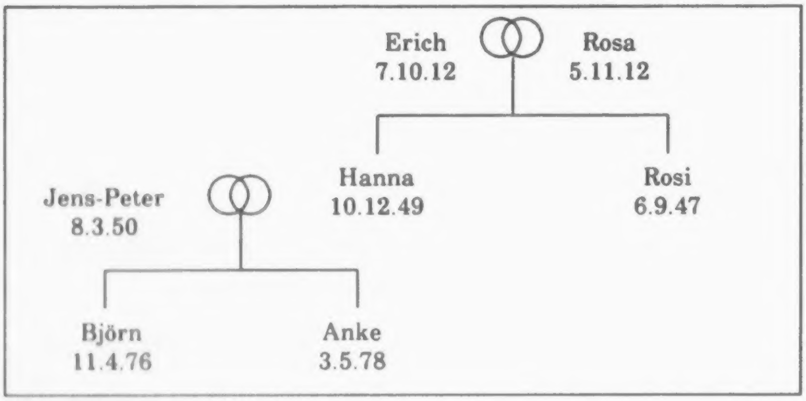
- Introduce ordinals using the "Daten" lesson that follows this one.

Suggested Test Items

- **In welchem Monat haben diese Jungen und Mädchen Geburtstag? Bitte Sätze schreiben.**

Uwe - 11.4.82 Uwe ______________________________.
Sascha - 10.6.76 Sascha ______________________________.
Anke - 3.5.78 Anke ______________________________.
Heike - 7.8.77 Heike ______________________________.

- **Was sagt Anke? Ergänze.**


Erich
7.10.12
Rosa
5.11.12
Jens-Peter
8.3.50
Hanna
10.12.49
Rosi
6.9.47
Björn
11.4.76
Anke
3.5.78

Anke sagt:

a. Ich habe im Mai Geburtstag.
b. Mein Bruder __________ (Björn) ______________________________.
c. Mein __________ (Jens-Peter) ______________________________.
d. M __________ (Hanna) ______________________________.
e. M __________ (Rosi) ______________________________.
f. M __________ (Erich) ______________________________.
g. M __________ (Rosa) ______________________________.

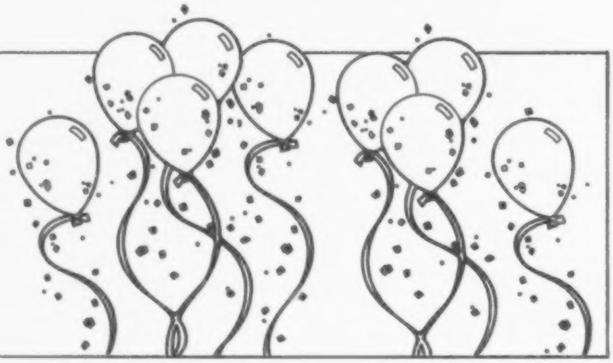
Handout 1

Geburtstage

Words and Phrases for Active Use

im Januar	in January	Ich habe im Januar Geburtstag.
im Februar	in February	
im März	in March	
im April	in April	„Wann hast du Geburtstag?" – „Im April."
im Mai	in May	
im Juni	in June	
im Juli	in July	„Wann haben Sie Geburtstag, Herr Meyer?" – „Im Juli."
im August	in August	
im September	in September	Jim hat im September Geburtstag.
im Oktober	in October	
im November	in November	
im Dezember	in December	„Mary und John, ihr habt im Dezember Geburtstag, nicht?" – „Nein, wir haben im November Geburtstag."

Geburtstagskalender



Januar	Jochen (24.1.74)
Februar	Monika (23.2.75)
März	Christina (4.3.74), Jens (30.3.75)
April	Stefanie (4.4.74), Björn (15.4.75)
Mai	Anke (3.5.75)
Juni	Nicole (20.6.75)
Juli	Daniel (14.7.75)
August	Peter (23.8.74), Ulf (28.8.75)
September	Holger (22.9.74)
Oktober	Melanie (7.10.75)
November	Jutta (19.11.73)
Dezember	Ralph (20.12.75)

Geburtstage

Interviews

Zeit: 3 Minuten

Frage vier Personen in deiner Klasse.

Wann hast du Geburtstag? (Schüler/in)
Wann haben Sie Geburtstag? (Lehrer/in)

Antwort: Im Januar, Februar . . . .

Berichte: (Report back to the class.)

1. ____________________ hat im ____________________ Geburtstag.
2. ____.
3. ____.
4. ____.

Haben

Setze die richtigen Formen von haben ein. (Fill in the correct forms of **haben**.)

1. Wir ____________________ im Juni Geburtstag.
2. Michaela ____________________ im August Geburtstag.
3. Angelika und Birgit ____________________ im September Geburtstag.
4. Karsten und Andreas, ihr ____________________ im Januar Geburtstag, nicht?
5. Wann ____________________ du Geburtstag?
6. Ich ____________________ im Februar Geburtstag.
7. Wann ____________________ Sie Geburtstag?

Lesson 2: Daten

OBJECTIVE: asking about and saying dates

Level I / II

Prerequisite *Vocabulary*: months, **heute, gestern, vorgestern, morgen, übermorgen**

Grammar Ordinals; dative in dates

Culture In German dates, the day always comes before the month. A period is used to indicate ordinals, as for example in **8.10.88 = 8. Oktober 1988**.

Materials A calendar, preferably a German calendar, to introduce dates; handouts and worksheet provided with this lesson

Vocabulary See **Handout 1**.

Activity 1: Overview/Priming

- Pretend not to know what date it is. Look at the calendar and say: **Der Wievielte ist heute? Ach so, heute ist der 8. Oktober**. (Choose current date.) **Gestern war der 7. Oktober**. **Morgen ist der 9. Oktober**. **Übermorgen ist der 10. Oktober**.

- While talking, write key words and relevant dates on the chalkboard or a transparency as shown.

vorgestern	gestern	heute	morgen	übermorgen
6.10. der sechste	7.10. der siebte	8.10. der achte	9.10. der neunte	10.10. der zehnte
Oktober				

Activity 1: Drill and Practice/Check

- Refer to the calendar hanging in the classroom, say each date, and invite students to repeat it: **der erste, zweite . . . einunddreißigste Oktober**.

- Divide the class into pairs or small groups and give each pair or group either a copy of **Handout 2** with instructions to cut apart the date cards themselves or a set of date cards already cut apart. Students should place cards face down. They then take turns asking each other: **Der Wievielte ist heute?**, drawing a date card, and giving the answer: **Der erste Januar**. It may be helpful to write the ordinals for numbers one through 31 on the chalkboard or a transparency.

der erste
zweite
dritte
vierte
fünfte
sechste
siebte
achte
neunte
zehnte
elfte
zwölfte
dreizehnte
vierzehnte
. . .
. . .
zwanzigste
einundzwanzigste
zweiundzwanzigste
. . .
. . .
dreißigste
einunddreißigste

Activity 2: Overview/Priming/Drill and Practice/Check

- Introduce a new topic with these words: **Wir wollen jetzt über Geburtsdaten reden.** Write fictitious birthdates on the board or a transparency as shown in the "Suggestions for Further Development" in "Lesson 1: Geburtstage." Then ask students: **Wann hat Jochen Geburtstag?** Teach them this pattern to use when answering: **Jochen hat am 11. (elften) Januar Geburtstag**.

- Ask students to interview four people in the class about their birthdays. Adapt the interview portion of the worksheet provided with "Lesson 1: Geburtstage." Have students report back to the class.

Activity 3: Overview/Priming/Drill and Practice/Check

- Ask: **Wann ist Jochen geboren?** Then teach students to use this pattern to answer: **Jochen ist am 11.1.70 geboren (am elften Ersten siebzig)**.

- Request that each student interview four people about their mothers' birthdates using the worksheet provided. Then ask them to report back to the class.

Suggestions for Further Development

- Have students write 12 dates, one for each month, using this pattern: **1.10.50 = 1. Oktober 1950**.

- Review the days of the week. Provide an **immerwährender Kalender** students can use to find out on what day of the week their mothers were born. Such a calendar can be found on page 56 of George Winkler and Margrit Meinel Diehl's *Kaleidoskop* (Orlando: Harcourt, Brace, Jovanovich, 1985).

Handout 1

Daten

Words and Phrases for Active Use

Nach dem Datum fragen (Ask about the Date)

Der Wievielte ist heute? [1]	What's the date today?
Heute ist . . .	Today is . . .
. . . der erste Januar.	. . . the first of January.
. . . der zweite Februar.	. . . the second of February.
. . . der dritte März.	. . . the third of March.
. . . der vierte April.	. . . the fourth of April.
. . . der zwanzigste Mai.	. . . the twentieth of May.
. . . der dreißigste Juni.	. . . the thirtieth of June.

Nach dem Geburtstag fragen (Ask about Birthdays)

Wann hast du Geburtstag?	When's your birthday? (informal)
Wann haben Sie Geburtstag?	When's your birthday? (formal)
Am 30. (dreißigsten) März.	On March 30.
John hat am 30. März Geburtstag.	John's birthday is March 30.

Nach dem Geburtsdatum fragen (Ask about Birth Dates)

Wann bist du geboren?	When were you born? (informal)
Wann sind Sie geboren?	When were you born? (formal)
Wann ist deine Mutter geboren?	When was your mother born? (informal)
Wann ist Ihre Mutter geboren?	When was your mother born? (formal)
Am 2.4.1900 (am zweiten Vierten neunzehnhundert).	On April 2, 1900.
Am 30.3. 50 (am dreißigsten Dritten fünfzig)[2].	On March 30, 1950.

---

[1] **Was für ein Tag ist heute?** is used to ask what day of the week it is.

[2] **Fünfzig** is short for **neunzehnhundertfünfzig**. **Am 2.4.1900 = Am zweiten Vierten neunzehnhundert.**

Handout 2

Daten

Der Wievielte ist heute?

Diese Seite für jeweils eine Gruppe kopieren und ausschneiden!

1. **Januar**	**2.** **Februar**	**3.** **März**	**4.** **April**	**5.** **Mai**
6. **Juni**	**7.** **Juli**	**8.** **August**	**9.** **September**	**10.** **Oktober**
11. **November**	**12.** **Dezember**	**13.** **Januar**	**14.** **Februar**	**15.** **März**
16. **April**	**17.** **Mai**	**18.** **Juni**	**19.** **Juli**	**20.** **August**
21. **September**	**22.** **Oktober**	**23.** **November**	**24.** **Dezember**	**25.** **Januar**
26. **Februar**	**27.** **März**	**28.** **April**	**29.** **Mai**	**30.** **Juni**
31. **Juli**				

Interviews: Geburtsdaten *Zeit: 3 Minuten*

Frage vier Personen in deiner Klasse.

Wann ist deine Mutter geboren? (Schüler/in)
Wann ist Ihre Mutter geboren? (Lehrer/in)

Antwort: Am 20.12.49. = Am zwanzigsten Zwölften neunundvierzig.

Berichte.

1. Die Mutter von ____________ ist am ____________ geboren.
2. ____.
3. ____.
4. ____.

Lesson 3: Jahreszeiten

OBJECTIVE: writing a personal letter about seasonal weather and activities

Level II

Prerequisite Weather expressions used in the "Wie ist das Wetter?" lesson under "Theme 5: Alltagssituationen"

Culture

1. Temperatures: Fahrenheit and Celsius; a visual showing Fahrenheit/Celsius conversions appears on **Arbeitsblatt 3** of the "Wie ist das Wetter?" lesson under "Theme 5: Alltagssituationen."
2. Different perceptions of "cold" in northern Germany and Wisconsin. The climate in northwestern Germany, the area where Oldenburg is located, is affected by maritime influences. Summers are moderately warm and the winters are mostly mild. Therefore a temperature reading of -10°C/14°F is very cold by northern German standards. Snow does not normally stay on the ground for an extended period of time, and to have a snow day—**Schneefrei haben**—is rare.

   Wisconsin teacher Joseph M. Hesse, who taught for two years at the John F. Kennedy School in West Berlin, makes these comments on cold and other environmental factors in his article "Teaching Time: A Comparison of German and American School Schedules." (*The Voice of WAFLT*, 16.2 (Spring 1989), pp. 27 ff)

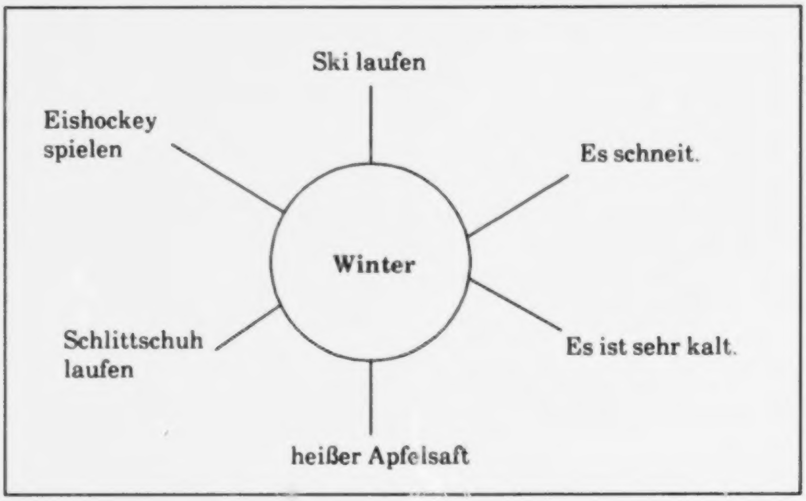
   > The Berlin climate is such that sudden, large snowfalls are rare. Thus, a "snow day" almost never occurs, although two other environmental factors, namely smog and heat, do occasionally force the closing of schools.
   >
   > Berlin is a large metropolis of around four million people. In a city that size, some air pollution is to be expected. The pollution is exacerbated by the fact that brown coal is used to power most of the industry in East Berlin. In addition, environmental regulations are quite nonexistent in the GDR (East Germany). The Berlin winter tends to be dismally overcast, and when the constant spew of industrial and auto pollution is trapped under a thick blanket of clouds, the smog level can become hazardous, in which case school officials cancel classes. There was a total of four such smog days in 1987, although there had been none in 1986. Curiously, school law does not require that these days be made up.
3. **Garten** has a much wider range of meanings than *garden* in American English, covering the American word *yard* as well as vegetable and flower gardens—**Gemüsegarten, Gemüsebeete, Blumenbeete**. A German **Garten** is usually fenced in.

Materials Worksheet provided with this lesson; a chalkboard drawing or enlarged transparency of the **Iglu** in the letter on the worksheet; if desired, the maps showing seasonal weather in Germany to be found in Friedrich Bubner's *Transparente Landeskunde* (Bonn: Inter Nationes, 1986). The Inter Nationes address can be found in Appendix B.

Vocabulary See the handout provided with this lesson. Introduce additional words and phrases needed to talk about students' sports and personal interests in a letter to a fictitious pen pal.

Prereading Activities

- Involve students in a brainstorming session on the topic **Winter**. Write their ideas in multiple-word phrases on the chalkboard to create an **Assoziogramm** like the one shown.



Creating the **Assoziogramm** can help prepare students for the topic of the day. The task also provides an opportunity to review familiar material and introduce some of the words and phrases necessary to understand the reading selection on the worksheet. Visuals depicting winter scenes and activities can be used to stimulate students' imaginations.

- To develop interest in the fictitious pen pal's letter, show students the drawing of the **Iglu** on a transparency or draw it on the chalkboard and ask them to guess what it is: **Ich habe hier einen Brief von einem deutschen Jungen an seine amerikanische Brieffreundin. In dem Brief ist ein Bild. Ratet einmal, was das ist.**

Working with the Reading Selection

- Distribute copies of the worksheet provided with this lesson. Ask students to read the letter silently, or ask one student to read it aloud to the rest of the class. To check comprehension, use an open-ended question like **Was habt ihr verstanden**? If necessary, ask more narrowly focused questions like **Was ist das Ding auf dem Bild**? **Welche Wintersportarten macht Björn**? Then request that students summarize the main points of the letter. Wherever possible, make them guess the meanings of words they do not know, such as for example **zugefrorener See**. If students understand

Schlittschuh laufen and **See**, they should not find it difficult to infer the meaning of **zugefroren**.

- Tell students to do assignments 1 and 2 on the worksheet. Assignment 1 provides an opportunity to review the points of the compass using phrases like these.

— **Oldenburg liegt westlich von Bremen**.
—**Oldenburg** __________________ **Hamburg**.
—**Oldenburg** __________________ **Hannover**.

- Give background information on weather in Northern Germany: **In Norddeutschland ist es im Winter nicht so kalt wie in Wisconsin. Es ist nicht oft -10°C. Und es gibt auch nicht so viel Schnee. Es gibt nicht oft Schneefrei. Im Osten und Süden von Deutschland ist es im Winter kälter**.

Postreading Activities

- Prime students for **Aufgabe 3**, writing a letter to a fictitious pen pal.

— Review or introduce formulas for personal letters. Tell students to underline relevant phrases in the sample letter on the worksheet—**Hallo ! Vielen Dank für Deinen Brief. Alles Gute für das neue Jahr. Dein**. Point out the capitalization of **Du, Dein, Ihr**, and **Euch**. The comma in **Oldenburg, den** is mandatory; **den could be omitted**.

— Ask students to make notes about the weather in spring, summer, autumn, and winter and the sports usually played during each season. Remind them that subject and verb are inverted in German sentences that begin with an adverbial phrase expressing time. Write some examples on the chalkboard or a transparency using seasonal activities as shown.

Im	Frühling Sommer Herbst Winter	spiele ich	oft manchmal	Basketball Fußball Football Baseball Softball
		mache ich		Leichtathletik
		gehe ich		schwimmen segeln Schlittschuh laufen Schlitten fahren

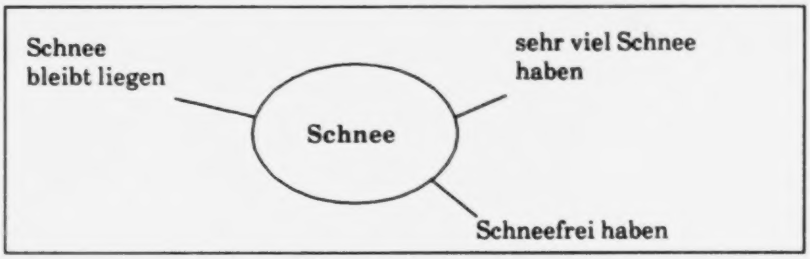
Point out that, in German, months and seasons take the definite article in sentences such as **Ich mag den Juli, weil dann der Sommer kommt**. Make sure students know correct noun-verb combinations for sports: **Sport treiben** or **Sport machen** (*not* Sport spielen); **Eishockey spielen** (*not* Eishockey treiben, note also that Eishockey = ice hockey, Hockey = field hockey); **Schneemobil fahren**; **Ski laufen or Ski fahren**; **Langlauf machen** (cross-country skiing); **Abfahrt machen** (downhill skiing).

- Instruct the students to write a letter to Björn in class or at home.

- Correct student letters. Comment favorably upon good features of the letters and on interesting content. Do remedial work on areas where mistakes are prevalent.

Suggestions for Further Development

- Ask students to find all **Schnee** words and phrases in the letter on the worksheet and arrange them in an **Assoziogramm** like this one.



- Review/introduce Christmas and New Year greetings using German Christmas cards if available. Note that, **Neues Jahr** is often capitalized, though not always (see the last paragraph in the letter on the worksheet provided with this lesson).

—**Frohe Weihnachten und ein gutes Neues Jahr**.
—**Fröhliche Weihnachten und ein glückliches, gesundes Neues Jahr**.
—**Frohe Weihnachten und alles Gute zum Neuen Jahr**.

- Distribute copies of **Arbeitsblatt 3** entitled "Temperaturen: Fahrenheit und Celsius" from the "Wie ist das Wetter?" lesson under "Theme 5: Alltagssituationen" and ask students to complete them.

- Divide the class into pairs or ask students to choose partners and interview each other about their favorite seasons and months using these words: **Welche Jahreszeit und welchen Monat magst du am liebsten**? **Warum**? For the check phase, have them report back to the class.

- As a project, have students make an album for their real or fictitious partner class in Germany about the seasons in Wisconsin: **Sammelt Bilder von Wisconsin in den verschiedenen Jahreszeiten und macht ein Album für eure Partnerklasse in Deutschland**. Teachers interested in a partner class in Germany should contact the Goethe House, New York at the address given in Appendix B.

- Suggest that students write to the Fremdenverkehrsamt Nordsee - Niedersachsen - Bremen e.v., Bahnhofstr. 19-20, D-2900 Oldenburg for tourist posters and brochures. For a sample letter, see Appendix C.

Suggested Test Items

- **Beantworte diesen Brief (ungefähr 50 Wörter).**

Heide, den 10.Februar

Hallo Jim!

Wir haben heute Schneefrei. Deshalb will ich Dir schreiben. Aber nur kurz, denn ich muß gleich zum Schlittschuhlaufen mit meinen Freundinnen.

Wie ist der Winter bei Euch? Sehr kalt? Habt Ihr oft Schneefrei? Was machst Du so in Deiner Freizeit?

Grüße an Dich und Deine Familie,

Deine
Heike

- Assign students to give oral presentations on **Jahreszeiten in Wisconsin**.

Jahreszeiten

Words and Phrases for Active Use

Briefe

Hallo!	Hi ____________ !
Vielen Dank für Deinen Brief.	Thanks for your letter.
Alles Gute für das neue Jahr.	Have a happy new year!
Dein _______	Yours _________

___, ___

Hallo

____

____

____

Alles Gute __________

Dein

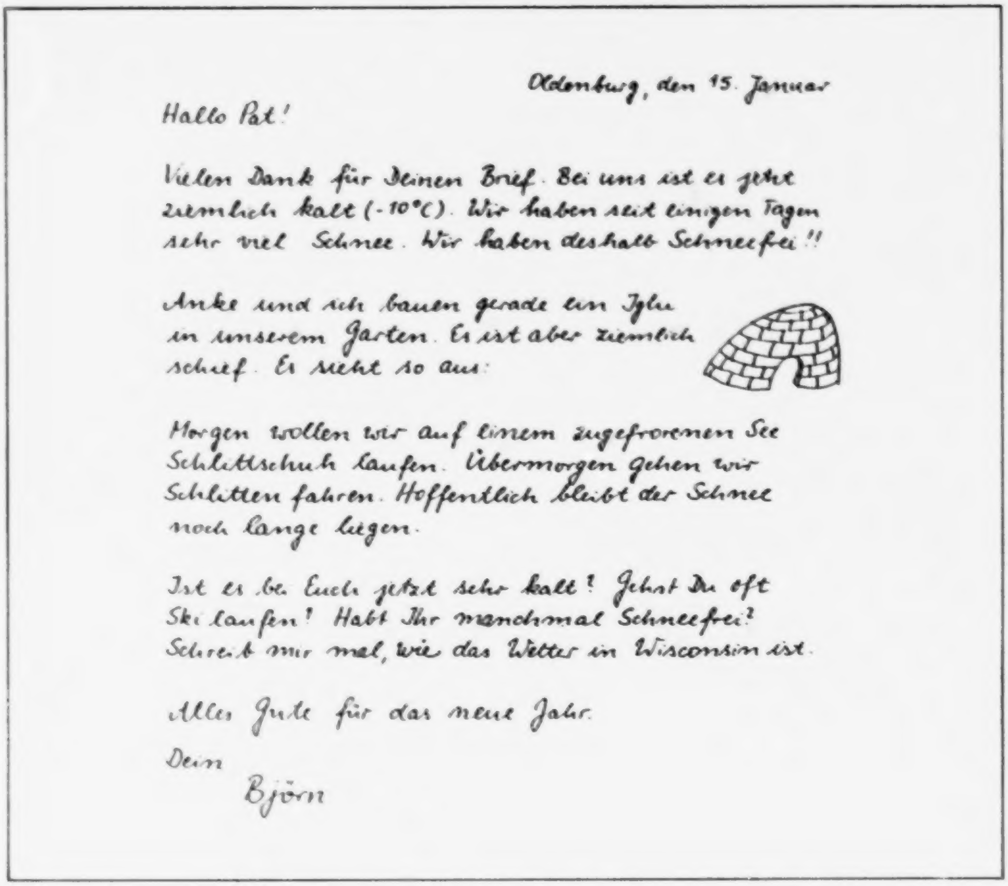
Im Winter

Schlitten fahren gehen	to go sledding, tobogganing	Ich gehe manchmal Schlitten fahren.
Schlittschuh laufen gehen	to go skating	Im Winter gehen wir oft Schlittschuh laufen.
Ski laufen gehen	to go skiing	Ich laufe gern Ski. Im Winter gehe ich oft Ski laufen.
der Schnee	snow	Dieses Jahr haben wir sehr viel Schnee. Der Schnee bleibt liegen.
Schneefrei haben	to have a snow day	Heute haben wir Schneefrei.
kalt	cold	Wir haben dieses Jahr einen sehr kalten Winter.

Arbeitsblatt

Jahreszeiten

Ein Brief nach Amerika



Oldenburg, den 15. Januar

Hallo Pat!

Vielen Dank für Deinen Brief. Bei uns ist es jetzt ziemlich kalt (-10°C). Wir haben seit einigen Tagen sehr viel Schnee. Wir haben deshalb Schneefrei!!

Anke und ich bauen gerade ein Iglu in unserem Garten. Es ist aber ziemlich schief. Es sieht so aus:

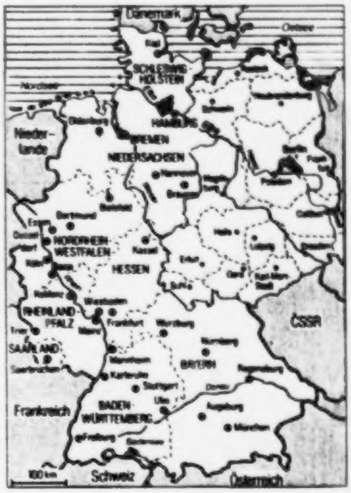
Morgen wollen wir auf einem zugefrorenen See Schlittschuh laufen. Übermorgen gehen wir Schlitten fahren. Hoffentlich bleibt der Schnee noch lange liegen.

Ist es bei Euch jetzt sehr kalt? Gehst Du oft Ski laufen? Habt Ihr manchmal Schneefrei? Schreib mir mal, wie das Wetter in Wisconsin ist.

Alles Gute für das neue Jahr.

Dein
Björn

Aufgaben


Dänemark
Ostsee
Kiel
SCHLESWIG-HOLSTEIN
Nordsee
Oldenburg
Nieder-lande
HAMBURG
BREMEN
NIEDERSACHSEN
Hannover
Braunschweig
Bielefeld
Dortmund
Essen
Düssel-dorf
NORDRHEIN-WESTFALEN
Kassel
HESSEN
Köln
Bonn
Koblenz
RHEINLAND-PFALZ
Wiesbaden
Frankfurt
Mainz
Würzburg
Trier
SAARLAND
Saarbrücken
Mannheim
Karlsruhe
Nürnberg
BAYERN
Regensburg
Donau
Stuttgart
Ulm
BADEN-WÜRTTEMBERG
Augsburg
München
Frankreich
Freiburg
Bodensee
100 km
Schweiz
Österreich
ČSSR
Berlin
Potsdam
Erfurt
Halle
Leipzig
Gera
Suhl

1. Wo liegt Oldenburg—in Norddeutschland oder Süddeutschland?

2. Wieviel Grad Fahrenheit sind -10°C? (F° = C° x 9/5 + 32).

3. **Beantworte Björns Brief. Wie ist das Wetter in Wisconsin? Im Winter? Im Frühjahr? In Sommer? Im Herbst? Welche Sportarten treibst du in den verschiedenen Jahreszeiten? Was ist deine Lieblingsjahreszeit?**

Theme 3: Unsere Schule

After their families, school is probably the most important influence in students' lives and is therefore a good source of material with which to practice speaking German. The first two of the three lessons on "Unsere Schule" show how grammar can be taught in a communicative language class. For example, the accusative is not practiced in isolation but as a tool for communicative exchanges. In the first lesson, students compare and contrast German and U.S. classrooms and learn about some cultural similarities and differences. In the second, they learn how to avoid generalizations in cross-cultural comparisons, interviewing fellow students and describing what most, some, and a few of them have in their lockers. The third lesson ends with a guessing game designed to provide practice in describing people, teachers, fellow students, or other groups of interest to the class.

Lesson 1: Unser Klassenzimmer

OBJECTIVE: comparing and contrasting German and U.S. classrooms

Level	I
Grammar	Accusative; dative in set phrases. The grammatical objective of this activity is to provide practice in the use of the accusative—**In unserer Klasse haben wir _______.** The dative is used only in the phrases **in unserer Klasse** and **an der Wand**.
Culture	There are a number of differences between schools in Germany and schools in the United States. 1. German schools do not have air-conditioning. Classrooms are ventilated by opening windows. (German windows swing open.) When students are sleepy, many German teachers will open the windows in the belief that lack of oxygen makes students drowsy and that fresh air—**frische Luft**—helps to make them more active again. Information on **Hitzefrei**, times when students are released from school because of the heat, is provided in the cultural notes for the "Wie ist das Wetter?" lesson under "Theme 5: Alltagssituationen." 2. Most German schools have tables for two students—**Doppeltische**—rather than the desks typically found in U.S. schools. The **Doppeltische** are often arranged around the classroom in a U-shape—**in Hufeisenform**—to facilitate student interaction. In some schools, the students put the chairs on top of the tables at the end of the school day to make cleaning easier. 3. Most German chalkboards swing open—**sind aufklappbar**. There are no erasers in German schools. German chalkboards are cleaned with a sponge and a rag—**mit Schwamm und Lappen**. 4. Often, German classrooms are equipped with metal stands to hang maps from—**Kartenständer**.

5. On the whole, German classrooms look more austere than U.S. classrooms—**Sie sind kahler/leerer**. There are fewer posters and wall displays, no flags, and no pencil sharpeners on the walls. There are, however, often plants on the window sills, and in recent years many schools have allowed students to decorate classrooms with their own murals.
6. In Germany, it is the teachers who move from class to class. The students stay in the same classroom for most subjects. As teachers have to move between classes, they do not normally leave their books and papers on the teacher's desk—**Lehrerpult**—but in cupboards—**Fächer**—in the teachers' lounges—**Lehrerzimmer**.

Preparation Obtain names and addresses of potential partner classes in Germany from the Goethe House, New York (see Appendix B). Additional information appears under "Beyond the Classroom" in Section 1 of this guide.

Vocabulary Words and phrases for classroom objects; a selection of these appears in the "Mini-Dictionary: School Words" in Section 4 of this guide. Note that there are three German words for the English word *classroom*—**Klassenraum**, **Klassenzimmer**, and **Klasse**. **Klasse** is ambiguous, as it can refer to both classrooms and students. It is, however, frequently used in everyday speech. For example, a teacher may say to students: **Geht jetzt in eure Klasse.** In this and other cases, the context makes it clear in which sense **Klasse** is being used.

Suggested Procedure

- Tell students that German classrooms look different from those in the United States, but do not give any details. Suggest that they write to a class in Germany to find out in what ways German and U.S. classrooms are similar and dissimilar. They could also request the partner class to send photographs of their classroom and of wall murals, if they have any. Students should include a labeled floor plan—**Grundriß**—and an inventory of classroom objects. A sample letter is shown on the handout provided with this lesson. Adapt the classroom inventory in the sample letter as needed.

  Before students begin letter writing, it may be well to review or introduce the German system for writing dates. This is described in the "Daten" lesson under "Theme 2: Tage, Monate, Jahreszeiten." Metric measurements should be used on the floor plan; show students how to make metric conversions if necessary.

- When the students get an answer to their letter, ask them to compare and contrast German and U.S. classrooms. Make sure students use negation with **kein**. For example: **Die Schüler in** _______________ (name of the town in Germany) **haben keine Fahne an der Wand. Wir haben keine Doppeltische**.

- Exchange slides or photographs if possible.

Suggestion for Further Development

Show the transparency "Das Klassenzimmer" from Irene Jacobi-Vrignaud's learning kit *Sonne, Mond und Sterne*, produced by Inter Nationes. (For Inter Nationes address, see Appendix B.) Ask students to compare and contrast the classroom shown with their own: **Vergleicht die lustige, bunte Klasse auf der Folie mit eurem Klassenraum. Was ist anders?** Suggest they describe their dream classroom—**Wunschklasse**—orally or in writing using sentences like these.

Meine Wunschklasse hat ____________________.
In meiner Wunschklasse ist ____________________.
In meiner Wunschklasse sind ____________________.

Suggested Test Item

Ergänze.

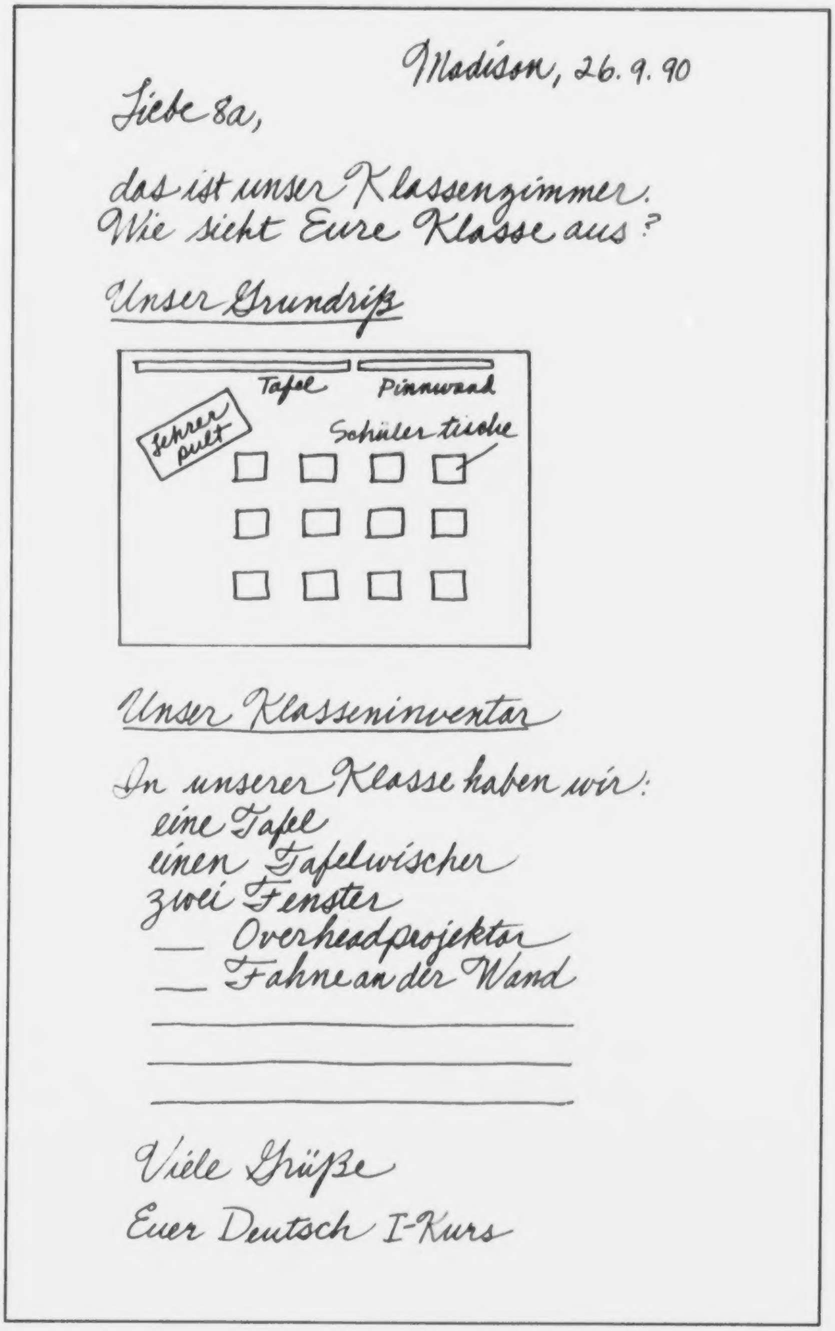
In unserem Klassenzimmer haben wir:

a. ______________________________.
b. ______________________________.
c. ______________________________.
d. ______________________________.
e. ______________________________.
f. ______________________________.

Handout

Unser Klassenzimmer

Beispiel: Ein Brief nach Deutschland



Madison, 26.9.90

Liebe 8a,

das ist unser Klassenzimmer.
Wie sieht Eure Klasse aus?

Unser Grundriß

Tafel
Pinnwand
Lehrerpult
Schülertische

Unser Klasseninventar

In unserer Klasse haben wir:
eine Tafel
einen Tafelwischer
zwei Fenster
__ Overheadprojektor
__ Fahne an der Wand
______
______
______

Viele Grüße
Euer Deutsch I-Kurs

Lesson 2: Unsere Schließfächer

OBJECTIVE: describing what U.S. students have in their lockers

Level I

Grammar This activity provides extensive practice in the use of the accusative. It also requires the use of the dative in set phrases—**in meinem/seinem/ihrem Schließfach**.

Culture

1. German schools do not normally have lockers. Writing about lockers could, therefore, be part of a class project on schools in the United States and Germany.
2. There is always a danger of overgeneralizing when comparing cultures. Students should therefore be taught as early as possible to qualify their statements with phrases like **die meisten** and **einige** as suggested in this lesson.

Materials Worksheets provided with this lesson

Vocabulary See the handout provided with this lesson. Teachers should feel free to adapt the vocabulary list as needed.

Overview/Priming

- Pass out copies of **Arbeitsblatt 1** and tell students to read the sample letter at the top. Explain that their assignment will be to write an answer to the letter of the 8a class.

- Review/introduce names of objects commonly found in lockers, using realia or visuals. Group nouns by number and gender. It may be helpful to write the question **Was kann man in seinem Schließfach haben**? on the chalkboard or a transparency and then list students' suggestions.

einen	**eine**	**ein**	–
Mantel	Jacke	Poster	Turnschuhe
Schal	Flöte	Skateboard	Fotos von Pop-Stars
...	...	...	...

Drill and Practice/Check

- Ask students to write down what they have in their lockers. Encourage them to mention unusual objects—**etwas Ausgefallenes**—to make the activity more interesting. Help if necessary.

- Pass out copies of **Arbeitsblatt 2** and request that each student interview four classmates about the contents of their lockers and take notes on the worksheet. Have students report back to the class. Find out who has the most unusual object in his or her locker: **Wer hat den ausgefallensten Gegenstand in seinem Schließfach**?

- Introduce **die meisten** and **einige** and ask students to sum up the findings of their surveys. Write some of their summary statements on the chalkboard or transparency.
  — Die meisten Schüler haben Schulsachen (Bücher, Kulis usw.) in ihren Schließfächern.
  — Einige Schüler haben ein Musikinstrument in ihrem Schließfach.
  — Ein Mädchen hat eine Querflöte in ihrem Schließfach.

- Students should then write a letter to the 8a class, using the form at the bottom of **Arbeitsblatt 1**. This can be done in class or as a homework assignment.

- Correct student letters. Comment favorably upon good features of the letters and on interesting content. Do remedial work on areas where mistakes are prevalent.

Suggestions for Further Development

- Help students expand upon the locker topic by asking leading questions like these. Note that a visual illustrating of the meanings of **im Erdgeschloß** and **im ersten Stock** appears on **Handout 1** of the "Wo wohnst du" lesson under "Theme 4: Wo wir wohnen."
  —Gibt es in jeder amerikanischen Schule Schließfächer für die Schüler?
  —Hat jeder Schüler sein eigenes Schließfach?
  —Wo ist dein Schließfach? Im Erdgeschoß? Im ersten Stock? Wer ist neben dir?
  —Was darf man in deiner Schule nicht in den Schließfächern haben?
  —Kontrollieren die Lehrer die Schließfächer?

- Describe a locker with an unusual combination of objects in it, and then ask students to describe the person to whom it belongs. For example: **In einem Schließfach sind: Makeup, ein Sweatshirt, Sports Illustrated, ein Physikbuch, ein Skateboard, eine Querflöte, Tempotaschentücher.**
  —Gehört dieses Schließfach einem Jungen oder Mädchen?
  —Welche Fächer mag er/sie?
  —Was für Hobbies hat er/sie?
  —Wie kommt er/sie zur Schule?

Suggested Test Items

- **Schreibe an deinen deutschen Brieffreund Klaus, was Schüler in den USA in ihren Schließfächern haben.**

_______________, ______

____

Du fragst, was wir in unseren Schließfächern haben. ________

____

____

____

____

____

- Ask students to give oral presentations on **Schließfächer in unserer Schule**.

Unsere Schließfächer

Words and Phrases for Active Use

Schließfächer (Lockers)

das Foto (von)	photo	Ich habe Fotos von Filmstars in meinem Schließfach.
die Kassette, -n	cassette	Hast du die neue California Raisins Kassette?
der/das Poster, -	poster	Wir haben viele Poster in unserer Klasse.
das Schließfach, ¨er	locker	Das ist mein Schließfach.
der Walkman, -men	walkman	Hast du einen Walkman?

Schulsachen (School Articles)

der Bleistift, -e	pencil	Können Sie mir bitte einen Bleistift geben?
das Buch, ¨er	book	Ich lese selten Bücher
der Buntstift, -e	colored pencil	Hast du einen Buntstift für mich?
das Heft, -e	notebook	Ich habe mein Heft verloren.
der Kuli, -s	ball point	Ich habe keinen Kuli.
die Mappe, -n	folder	Ich habe meine Deutschmappe vergessen.
der Taschenrechner, -	pocket calculator	Kann ich mal deinen Taschenrechner haben?
der Textmarker, -	felt tip pen for highlighting texts	Hast du einen Textmarker für mich?

Musikinstrumente (Musical Instruments)

die Flöte, -n	recorder (die Blockflöte), flute (Querflöte)	Meine Schwester spielt Querflöte.
die Geige, -n	violin, fiddle	Mein Bruder spielt Geige.
die Trompete, -n	trumpet	Ich spiele Trompete.

Kleidungsstücke (Articles of Clothing)

der Handschuh, -e	glove	Wo sind meine Handschuhe?
die Jacke, -n	jacket	Wo ist meine Jacke?
die Mütze, -n	hat	Ich habe meine Mütze verloren.
der Schal, -s	scarf	Es ist kalt draußen. Du brauchst einen Schal.

Sportsachen (Sports Articles)

der Badeanzug, ¨e	swim suit (female)	Mädchen tragen einen Badeanzug.
die Badehose, -n	swimming trunks (male)	Jungen tragen eine Badehose.
das Skateboard, -s	skateboard	Ich kann gut Skateboard fahren.
der Turnschuh, -e	tennis shoes	Die meisten Schüler tragen Turnschuhe.

Toilettenartikel (Toiletries)

der Fön, -e	hair dryer	Meine Haare sind naß. Ich brauche einen Fön.
die Haarbürste, -n	hair brush	Benutzt du einen Kamm oder eine Haarbürste?
der/das Haarspray, -s	hairspray	Mein Bruder benutzt viel Haarspray.
der Kamm, ¨e	comb	Hast du mal einen Kamm für mich?
der Lockenstab, ¨e	hair curler	Hast du einen Lockenstab?
der Lippenstift, -e	lipstick	Benutzen viele Schülerinnen in Deutschland Lippenstift?
das Makeup	makeup	Ich benutze selten Makeup.
der Spiegel,-	mirror	Ich habe einen Spiegel in meinem Schließfach.
ein Spiegel mit einem Magneten	magnetic mirror	

Unsere Schließfächer

Was habt ihr in euren Schließfächern?

Beispiel: Ein Brief nach Amerika

Köln, 23.10.

Hallo!

Wir sprechen im Englischunterricht gerade über amerikanische Schulen. Unsere Englischlehrerin sagt, daß es in amerikanischen Schulen Schließfächer gibt. Stimmt das? Was habt Ihr in Euren Schließfächern? Schreibt bitte bald.

Viele Grüße

Eure

8a

P.S. An unserer Schule gibt es keine Schließfächer.

Aufgabe: Schreibt an die 8a in Köln.

__________, __________

______________!

Vielen Dank für Euren Brief vom 23. Oktober. ______________

____

____

____

____

____

____

____

____

Arbeitsblatt 2

Unsere Schließfächer

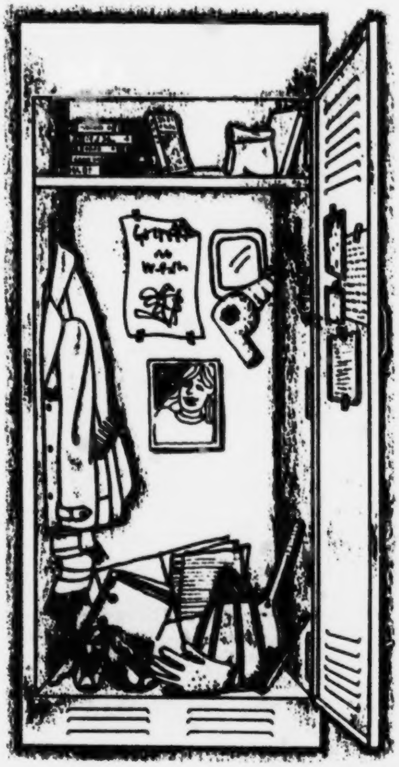
Was hast du in deinem Schließfach? *Zeit: 10 Minuten*

Interviewe vier Schüler/innen in deiner Klasse und mache dir Notizen.

Name **hat in seinem/ ihrem Schließfach**	Mark				
Schulsachen					
Bücher	X				
einen Kuli					
Musikinstrumente					
eine Flöte	X				
eine Trompete					
Kleidungsstücke					
einen Schal	X				
Handschuhe	X				
Sportsachen					
Turnschuhe					
ein Skateboard					
Toilettenartikel					
Makeup					
Haarspray					

Beispiel

Du:	Mark, was hast du in deinem Schließfach?
Mark:	Einen Schal, Handschuhe und Bücher.
Du:	Sonst noch was?
Mark:	Eine Flöte.



Lesson 3: Wer ist das?

OBJECTIVE: describing people

Levels	I/II
Prerequisite	*Vocabulary*: numbers, colors, clothing, family, hobbies and interests, leisure activities, school; *Grammar*: present tense, accusative (nouns and adjectives), possessive adjectives (nominative)
Materials	Worksheet provided with this lesson

Overview/Priming

- Write on the chalkboard: **Wer ist das?** Explain the purpose of the activity: **Jetzt machen wir ein Ratespiel. Ihr beschreibt einen Lehrer oder eine Lehrerin an unserer Schule, und die anderen müssen raten, wer gemeint ist.**

- Distribute copies of the worksheet and go over the questions. Explain any words students may not know.

- Do a model description, perhaps of someone students will recognize, with the class. Review relevant vocabulary, especially colors, hobbies, leisure activities, and school subjects. **Haarfarben** and **Augenfarben** are listed on **Handout 1** of the "Das bin ich" lesson under "Theme 1: Ich und meine Familie." A "Mini-Wörterbuch: Hobbies und Interessen" is provided in **Handout 1** of the "Lieber Brieffreund! Liebe Brieffreundin!" lesson under "Theme 1: Ich und meine Familie."

Drill and Practice/Check

- Have students prepare a written description of a teacher at their school. Students can then read out their descriptions and classmates can try to guess the person described.

- As a variation, ask one student come to the front of the class and answer questions on the person he/she has chosen. The rest of the class can either ask the questions on the worksheet or yes/no questions like these.

—Ist es ein Lehrer oder eine Lehrerin?
—Ist er groß?
—Spielt er gerne Football?

Suggestion for Further Development

A similar format can be used for descriptions of fellow students, local celebrities, politicians, and pop stars.

Suggested Test Item

Schreibe mindestens sechs Sätze über jemanden an deiner Schule (zum Beispiel Alter, Aussehen, Kleidung, Familienstand, Wohnort, Auto, Lieblingsessen, Hobbies, Interessen).

Arbeitsblatt

Wer ist das?

Schreibe mindestens sechs Sätze über einen Lehrer/eine Lehrerin an deiner Schule.

Fragen

Alter:	Wie alt ist er/sie? unter 30? zwischen 30 and 40? zwischen 40 und 50? über 50?
Aussehen:	Wie groß ist er/sie? (groß? mittelgroß? klein?) Welche Haarfarbe hat er/sie? Welche Augenfarbe hat er/sie?
Kleidung:	Was trägt er/sie meistens?
Familienstand:	Ist er/sie verheiratet? Hat er/sie Kinder (Söhne oder Töchter)? Wie alt sind sie?
Wohnort:	Wo wohnt er/sie?
Auto:	Was für ein Auto hat er/sie? (einen blauen Chevrolet? einen roten Toyota? einen _________? eine rostige Klapperkiste*?)
Lieblingsessen:	Was ißt er/sie gerne?
Hobbies/ Interessen:	Was für Hobbies und Interessen hat er/sie? Wofür interessiert er/sie sich? Was macht er/sie gerne? Was ist sein / ihr Lieblingssport?
Unterricht:	Seit wann ist er/sie an deiner Schule? Welches Fach gibt er/sie? Wie ist sein/ihr Unterricht? (lustig? interessant? langweilig?)

Sätze

____

____

____

____

____

____

____

____

***Rostige Klapperkiste:** rusty jalopy

Theme 4: Wo wir wohnen

The lessons and materials in this section illustrate how German language classes can reinforce geographical and historical knowledge. Some activities introduce European countries and capitals, the long history of most European settlements, and goods produced in various German cities and regions. One reveals a Berliner's love for his city and encourages students to write songs in German about their own home town. Other activities focus on dwelling places—the rooms and homes students live in and comparisons of houses in Germany and the U.S. Finally, students are encouraged to examine German heritage and family names in the United States.

Lesson 1: Landkarten

Levels All

General Suggestions

- Maps provided here can be used to teach the names, geographic locations, and capitals of the European countries in lessons on the Federal Republic of Germany, the German Democratic Republic, and their neighbors. For example, "Lesson 2: Die Bundesrepublik und ihre Nachbarn" introduces students to the Federal Republic and nearby countries.

- Maps can also be used for various teaching purposes in lessons on the European Community. The "Suggestions for Further Development" provided with "Die Bundesrepublik und ihre Nachbarn" include ideas for helping students learn more about European Community members.

- Finally, some maps can be used to compare and contrast the United States and Germany. Teachers should feel free to write their own directions for each map activity as needed.

Activities

- Use the map on **Handout 1** to teach the names and locations of the **Länder** and **Landeshauptstädte** in the Federal Republic and the **Bezirke** and **Bezirkshauptstädte** in the German Democratic Republic. Note that the names of the **Bezirke** and **Bezirkshauptstädte** in East Germany are identical.

- Use the **Handout 3** map to teach the names and locations of Mecklenburg, Brandenburg, Sachsen-Anhalt, Thüringen, and Sachsen. Although these **Länder** were abolished in 1952, people in East Germany still identify with them. For example, those living in the **Bezirk** Erfurt or Gera will describe themselves as Thüringer, while those living in Dresden will say they are from Sachsen. Plans to reestablish the old **Länder** were being discussed in Germany while *German for Communication* was being prepared for publication. Teachers should monitor developments in order to discuss this subject with their students.

- Maps on handouts 1, 2, 3, 6, and 7 can be made into jigsaw puzzles. Enlarge each map if possible and mount it on posterboard. Cut out **Länder, Bezirke,** or countries and put them in envelopes. After dividing the class into groups, give each group an envelope of puzzle pieces and request that they put their maps together. This can be done as a competition: **Wer ist am schnellsten mit dem Puzzle fertig?** After students complete their jigsaw puzzles, ask questions like these.

— Wie heißt die Haupstadt von Bayern?

— Jana wohnt in Dresden. Sie möchte nach Rostock fahren. In welche Richtung fährt sie?

—Wo liegt Polen? Östlich oder westlich von der Bundesrepublik?

A fully developed "Landeskunde-Puzzle: Länder der Bundesrepublik Deutschland" can be found on pages 24 through 28 in issue number two for 1988 of *Treffpunkt Deutsch für Deutschlehrer in den USA*.

- Use maps on handouts 4 and 5 to compare the sizes and latitudes of Germany and the United States in lessons that require comparisons of population density, for example.

- Maps without geographical names in handouts 2 and 7 can be used in vocabulary drills and tests. Students could be asked to label maps: **Trage die Namen der Bundesländer in die Deutschlandkarte ein** or **Wie heißen diese Städte? Trage die fehlenden Namen in die Karte ein**. Alternatively, teachers could number the states—**Länder**—or cities and ask students **Welche Nummer ist Baden-Württemberg?** or **Nummer neun (9) ist ________?**

- Teachers might also wish to label European countries with their international letter symbols—**Nationalitätskennzeichen**—and ask students to practice forming sentences like **E ist Spanien**. These are the international letter symbols.

A	Österreich
AL	Albanien
AND	Andorra
B	Belgien
BG	Bulgarien
CH	die Schweiz
CS	die Tschechoslowakei
CY	Zypern
D	die Bundesrepublik Deutschland
DDR	die Deutsche Demokratische Republik
DK	Dänemark
E	Spanien
F	Frankreich
FL	Liechtenstein
GB	Großbritannien
GR	Griechenland
H	Ungarn
I	Italien
IRL	Irland
IS	Island
L	Luxemburg
M	Malta
MC	Monaco
N	Norwegen
NL	die Niederlande (Holland)
P	Portugal
PL	Polen
RO	Rumänien
S	Schweden
SF	Finnland
SU	die UdSSR (die Sowjetunion)
TR	die Türkei
USA	die Vereinigten Staaten
V	Vatikanstadt
YU	Jugoslawien

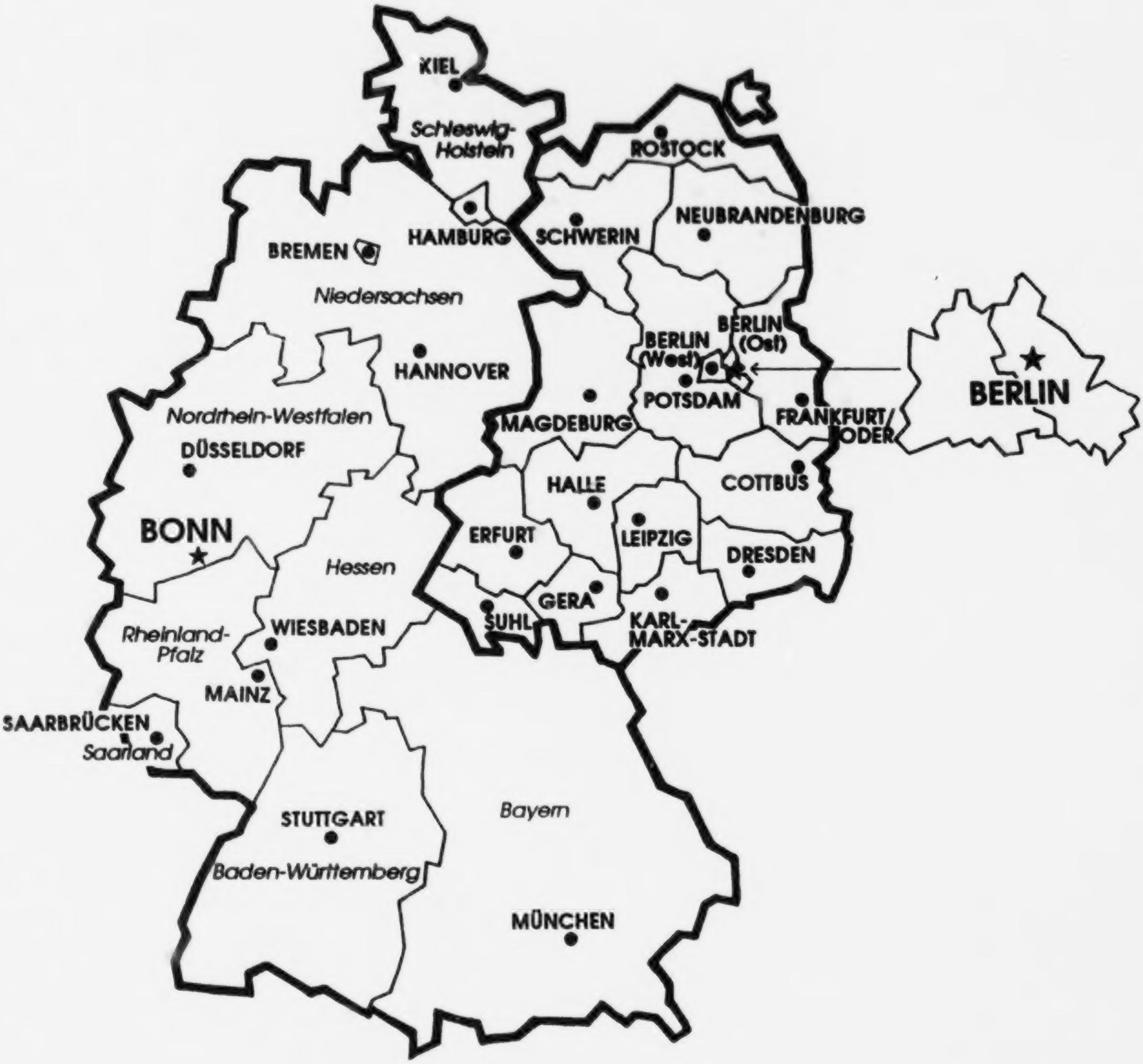
- Invite students to make an illustrated culture map of Germany—**eine illustrierte Deutschlandkarte**. They can cut out pictures of famous tourist sights, typical German products, and so on, and paste them on an enlarged map of Germany. To promote extended discourse, assign students to prepare talks on different aspects of the culture map.

Landkarten

Die Bundesrepublik Deutschland und die Deutsche Demokratische Republik

Länder und Landeshauptstädte

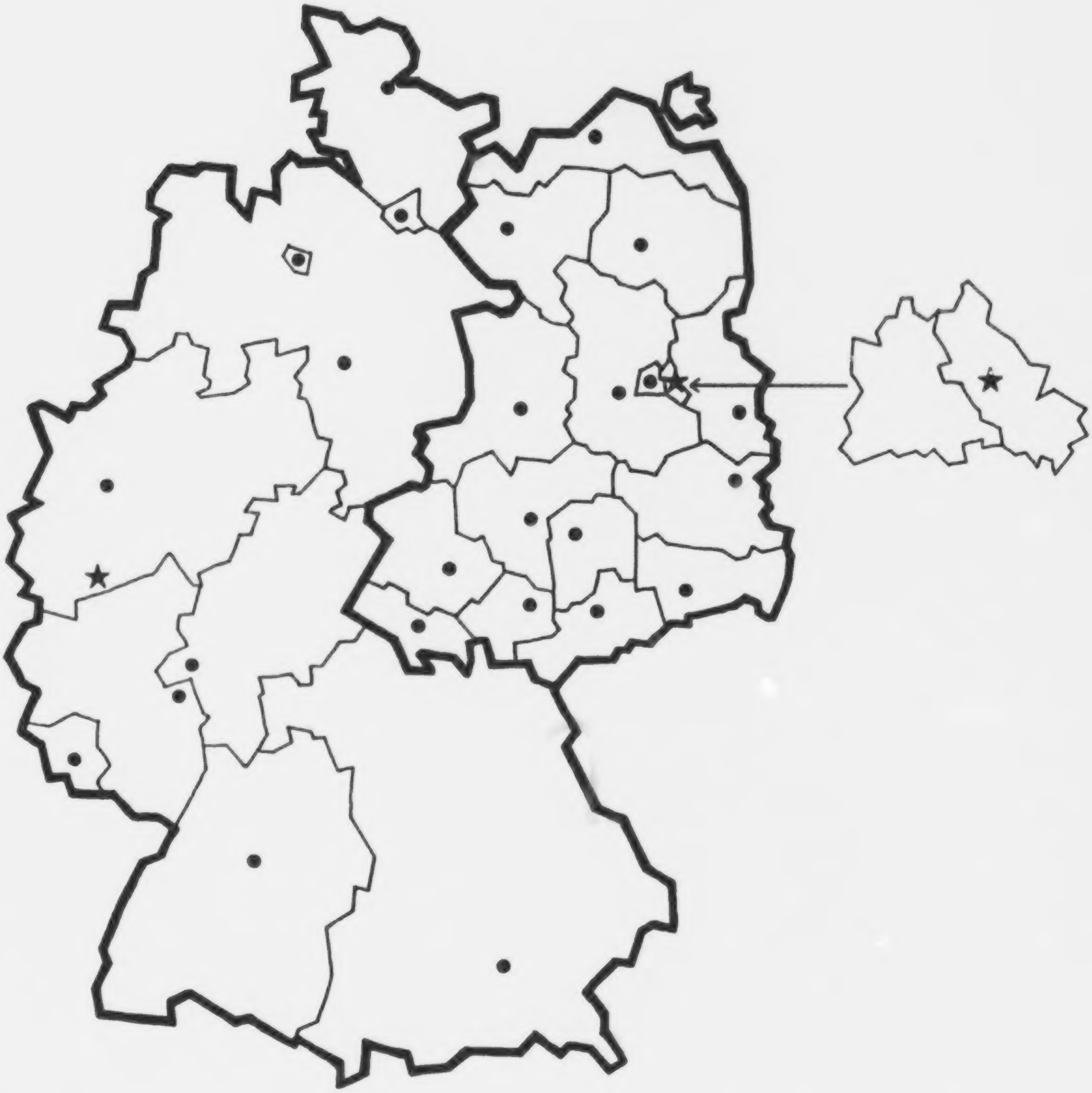
Bezirke und Bezirkshauptstädte


KIEL
Schleswig-Holstein
HAMBURG
BREMEN
Niedersachsen
HANNOVER
Nordrhein-Westfalen
DÜSSELDORF
BONN
Hessen
Rheinland-Pfalz
WIESBADEN
MAINZ
SAARBRÜCKEN
Saarland
STUTTGART
Baden-Württemberg
Bayern
MÜNCHEN
ROSTOCK
SCHWERIN
NEUBRANDENBURG
BERLIN (West)
BERLIN (Ost)
POTSDAM
MAGDEBURG
FRANKFURT/ODER
HALLE
COTTBUS
ERFURT
LEIPZIG
DRESDEN
GERA
SUHL
KARL-MARX-STADT
BERLIN

Handout 2

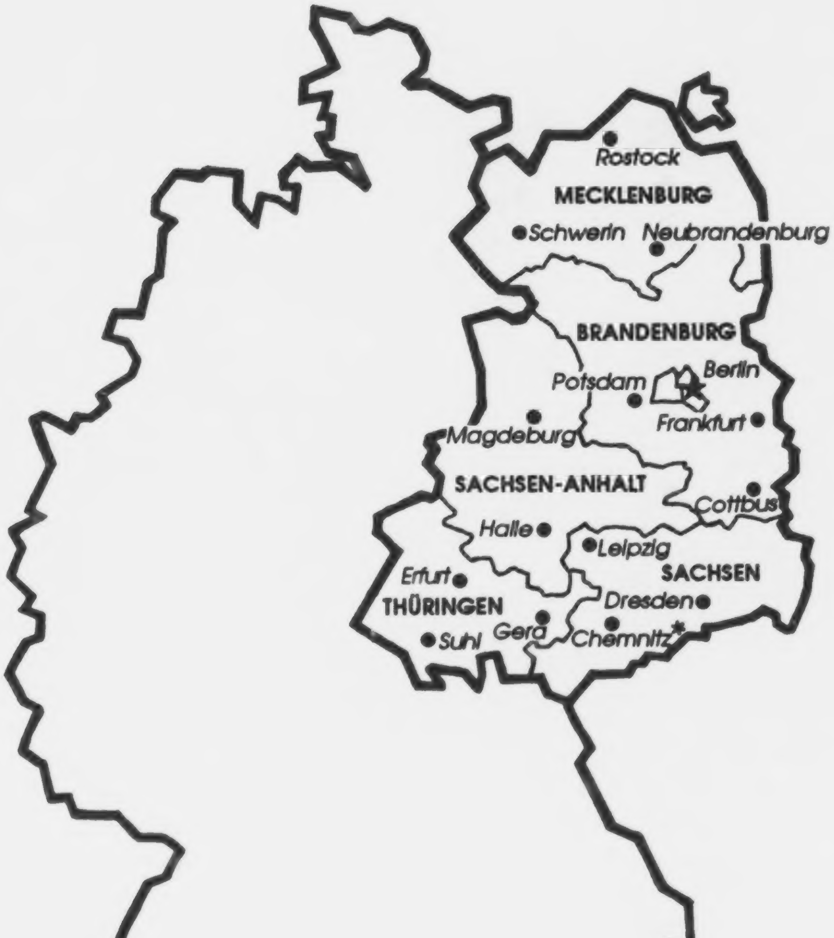
Landkarten

Die Bundesrepublik Deutschland und die Deutsche Demokratische Republik



Landkarten

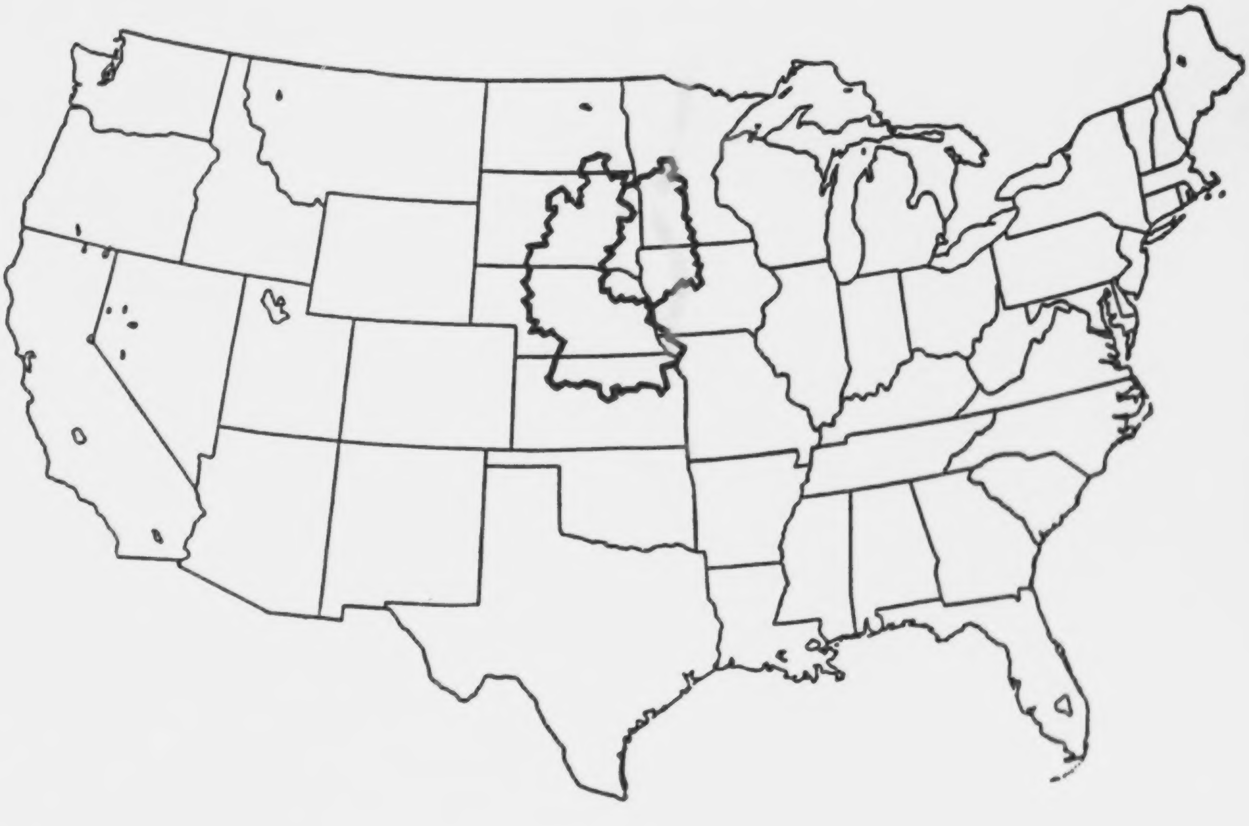
Länder in der DDR vor 1952


Rostock
MECKLENBURG
Schwerin
Neubrandenburg
BRANDENBURG
Potsdam
Berlin
Frankfurt
Magdeburg
SACHSEN-ANHALT
Cottbus
Halle
Leipzig
SACHSEN
Erfurt
Dresden
THÜRINGEN
Gera
Chemnitz*
Suhl

*1953 umbenannt in Karl-Marx-Stadt.

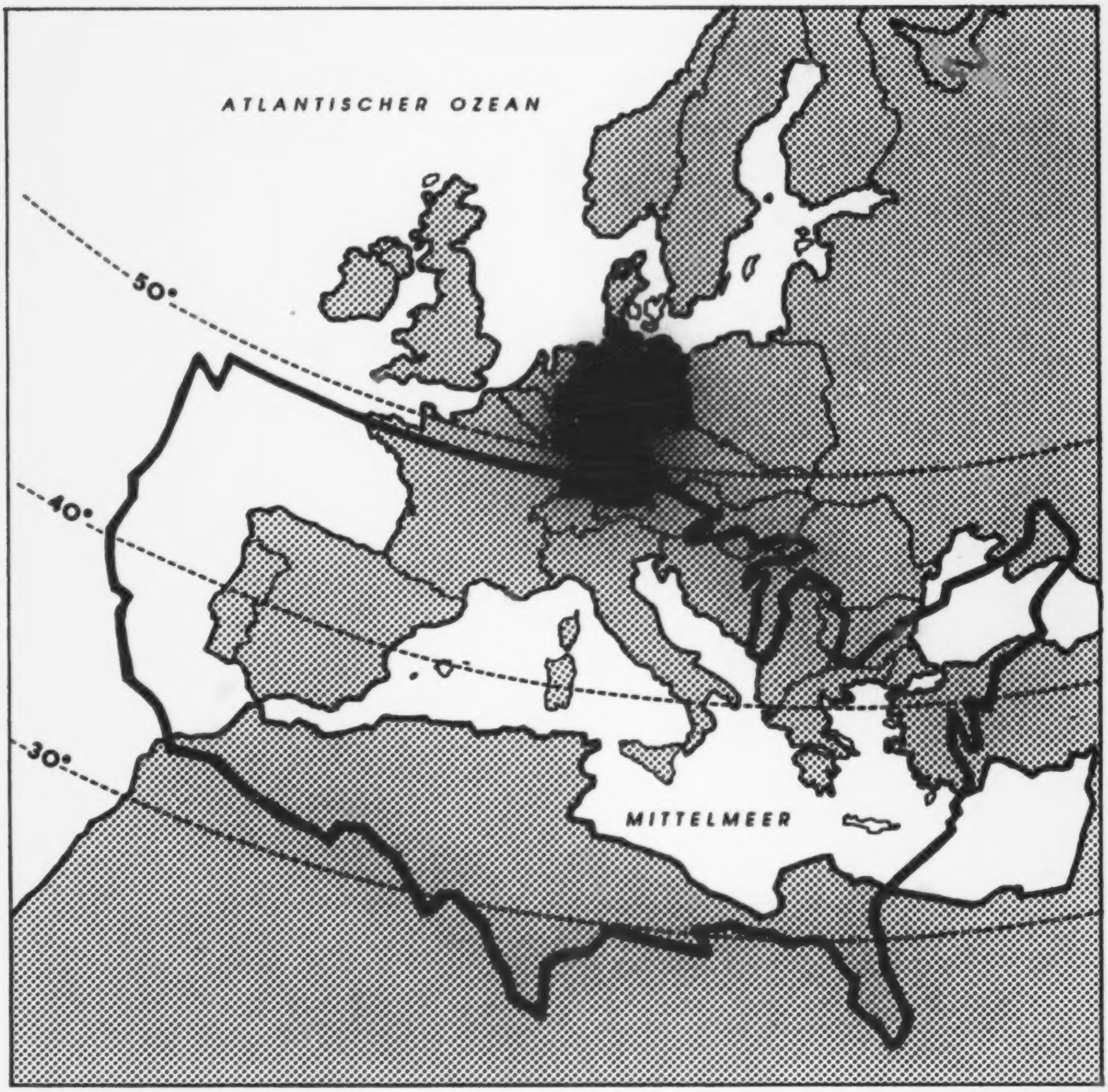
Landkarten

Die amerikanischen Bundesstaaten und Deutschland: Größenvergleich



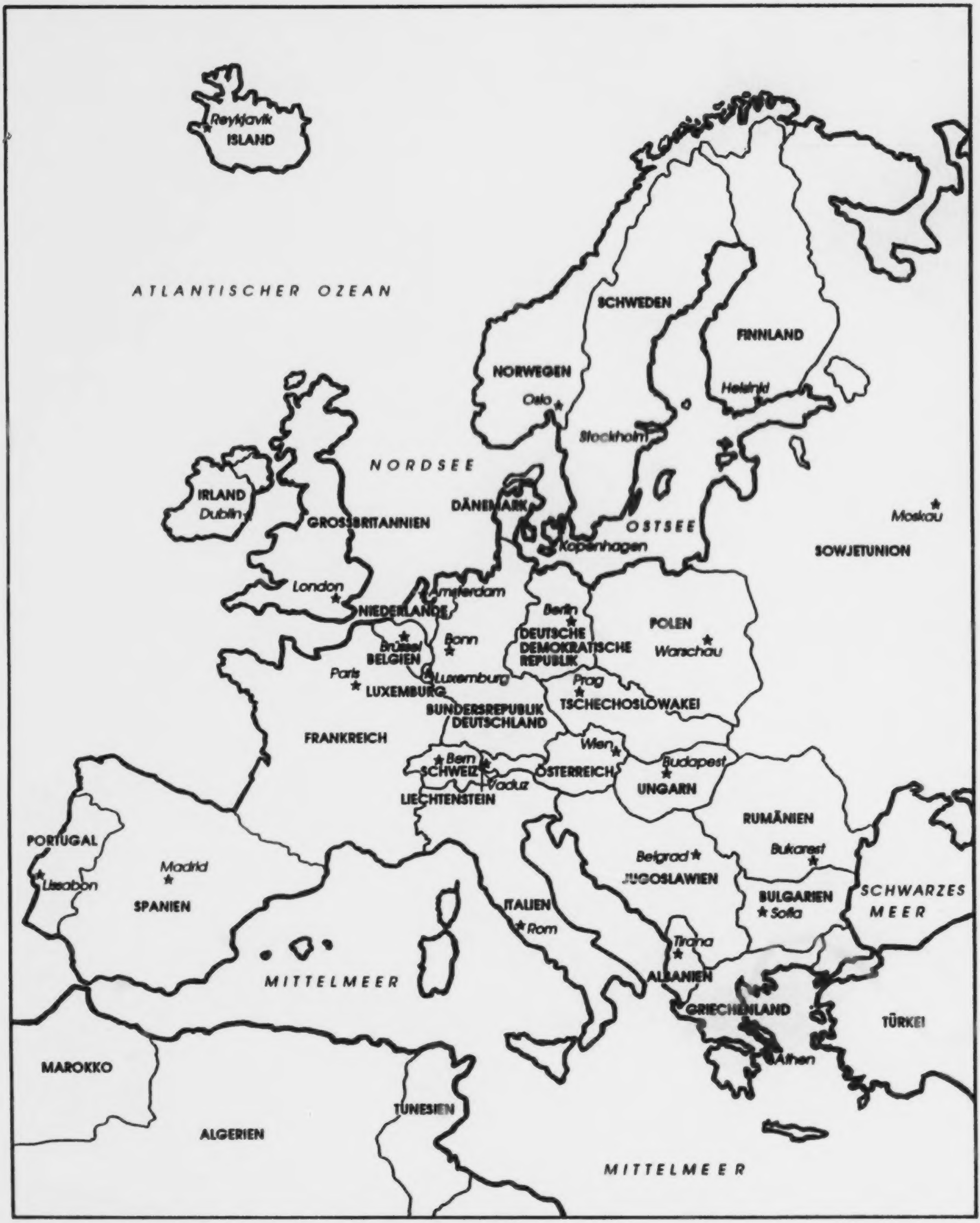
Landkarten

Die USA und Deutschland: Größe und Lage


ATLANTISCHER OZEAN
50°
40°
30°
MITTELMEER

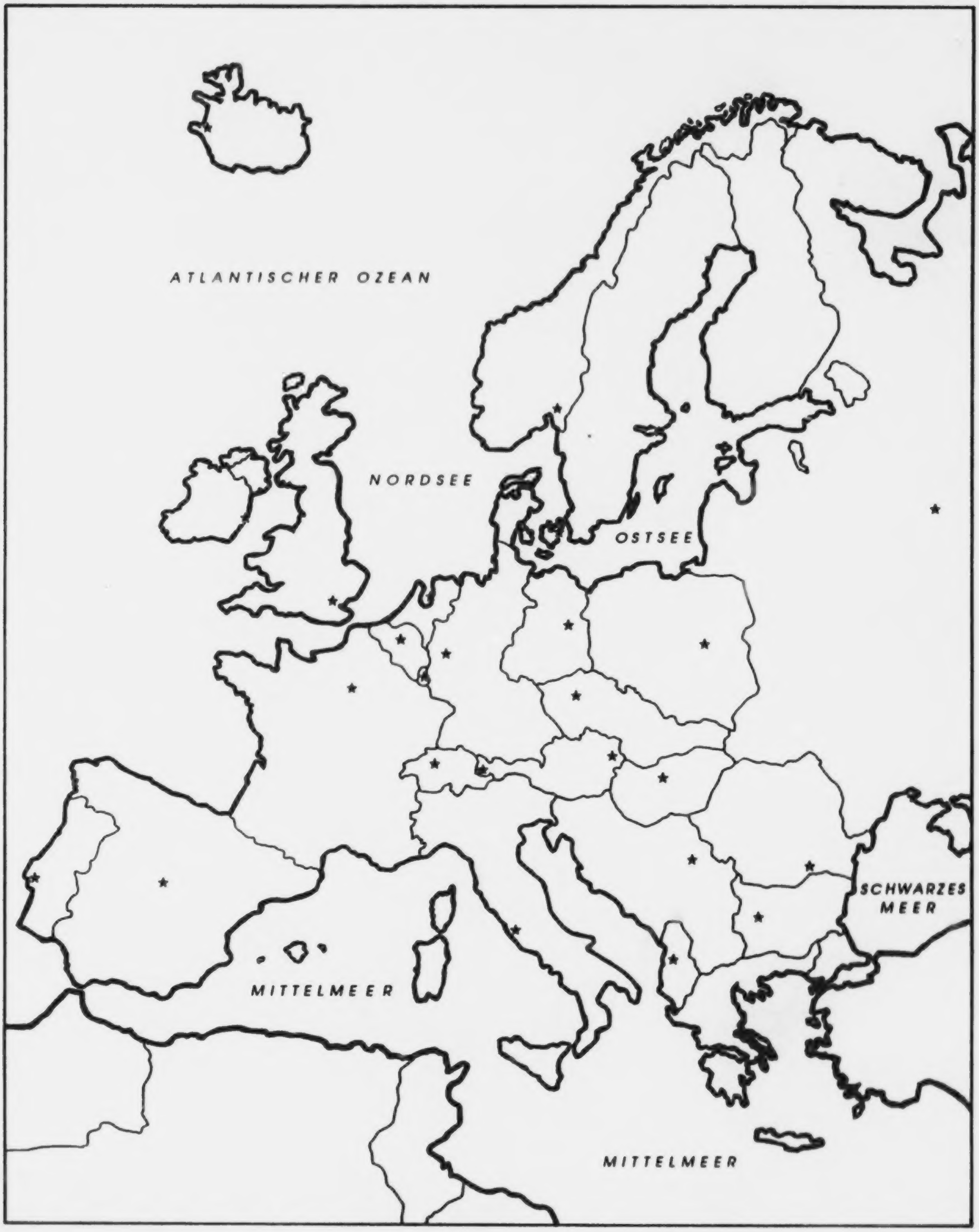
Landkarten

Europa


Reykjavik
ISLAND
ATLANTISCHER OZEAN
SCHWEDEN
FINNLAND
NORWEGEN
Oslo
Helsinki
Stockholm
NORDSEE
IRLAND
Dublin
GROSSBRITANNIEN
DÄNEMARK
OSTSEE
Kopenhagen
Moskau
SOWJETUNION
London
Amsterdam
NIEDERLANDE
Berlin
DEUTSCHE DEMOKRATISCHE REPUBLIK
POLEN
Warschau
Brüssel
BELGIEN
Bonn
Paris
Luxemburg
LUXEMBURG
Prag
TSCHECHOSLOWAKEI
BUNDESREPUBLIK DEUTSCHLAND
FRANKREICH
Wien
Bern
SCHWEIZ
Vaduz
ÖSTERREICH
Budapest
UNGARN
LIECHTENSTEIN
RUMÄNIEN
PORTUGAL
Madrid
Lissabon
SPANIEN
Belgrad
JUGOSLAWIEN
Bukarest
BULGARIEN
Sofia
SCHWARZES MEER
ITALIEN
Rom
Tirana
ALBANIEN
GRIECHENLAND
Athen
TÜRKEI
MITTELMEER
MAROKKO
TUNESIEN
ALGERIEN
MITTELMEER

Landkarten

Europa


ATLANTISCHER OZEAN
NORDSEE
OSTSEE
SCHWARZES MEER
MITTELMEER
MITTELMEER

Lesson 2: Die Bundesrepublik und ihre Nachbarn

OBJECTIVES: 1) identifying neighbors of the Federal Republic of Germany on an outline map of Europe, 2) describing location using points of the compass, 3) matching countries with their capitals, 4) matching international letter symbols with countries.

Level	I
Prerequisite	Spelling aloud
Grammar	Dative in the phrases **westlich von der, liegt in der**
Culture	1. Location of the Federal Republic of Germany and its neighbors in Europe. No other European country has as many neighbors as Germany. 2. Use of international letter symbols for postal codes and cars. 3. The legal status of Berlin is controversial. Under the London Protocol of 1944, the United Kingdom, the USA, the Soviet Union, and France agreed that all of Berlin would have a special status and would belong to none of the four occupations zones. The West still holds to this position. The Eastern bloc, however, regards the eastern part of Berlin as the capital of the German Democratic Republic (East Germany). The GDR refers to its capital as **Berlin, Haupstadt der DDR**. People in the Federal Republic speak of **Westberlin** and **Ostberlin**. Since the opening of the Berlin Wall on November 9, 1989, the two sections of Berlin have been cooperating more closely. Teachers will have to monitor developments in order to talk about the city with their students.
Materials	Worksheets and handouts provided with this lesson
Vocabulary	See **Handout 1**.

Activity 1: Overview/Priming

- Ask students these questions. The answers are provided in parentheses.

—**Wie heißen die Nachbarn der USA?** (Kanada, Mexiko)
—**Wie heißt die Hauptstadt der USA?** (Washington, DC)
—**Wie heißt die Hauptstadt von Kanada?** (Ottawa).
—**Wie heißt die Hauptstadt von Mexiko?** (Mexiko City).

Have students guess: **Die USA haben zwei Nachbarn. Wie viele Nachbarn hat die Bundesrepublik?** Do not give the correct answer. Tell students: **Am Ende der Stunde wißt ihr, wie viele Nachbarn die Bundesrepublik hat, wie sie heißen und wo sie liegen.**

- Pass out copies of **Handout 7** provided with "Lesson 1: Landkarten" or project it as a transparency. Explain that it shows an outline map of Europe, and ask students to count how many neighbors the Federal Republic has. Introduce country names: **Das ist**

Dänemark. Das ist . . . . Write country names on the board or a transparency. **Handout 6** provided with "Lesson 1: Landkarten" is the same map with country names and capital cities filled in.

Activity 1: Drill and Practice/Check

- Distribute copies of **Arbeitsblatt 1**. Introduce/review points of the compass using the windrose on the worksheet, saying, for example, **Kanada liegt nördlich von den USA, Mexiko liegt südlich von den USA, etc**. Then ask students to group countries by their locations relative to the Federal Republic.

- Ask students to choose partners for pair work. Give a copy of **Arbeitsblatt 2** to one student in each pair and a copy of **Arbeitsblatt 3** to the other. Explain that those with **Arbeitsblatt 2** must ask their partners the first question: **Welches Land ist Nr. 9**? Their partners must answer orally and then write the answer in the blank space next to number 1 on **Arbeitsblatt 3**. The students with **Arbeitsblatt 3** then ask the second question: **Welches Land ist Nr. 8**? and give their partners time to answer orally and then write the answer in the blank space next to number 2 on **Arbeitsblatt 2**. The pair work should continue back and forth until all eight questions have been asked and answered. Then students should exchange papers and check the spellings of country names. After students complete this task, help them practice saying: **Nr. 1 ist Dänemark, Nr. 2 ist** . . ., and so on.

Activity 2: Overview/Priming

- Introduce a new topic with these words: **Wir wollen jetzt über die Hauptstädte sprechen**.

- Then name various capital cities and ask students to name the appropriate countries. For example: **Wo liegt Paris**? (In Frankreich). If students have trouble identifying European capitals, pass out copies of **Handout 6** from "Lesson 1: Landkarten" and let them hunt for them on the map.

Activity 2: Drill and Practice/Check

- Distribute copies of **Arbeitsblatt 4: Hauptstädte** and ask students to complete it.

- Request various students to read out their answers.

Activity 3: Overview/Priming

- Write on the chalkboard or a transparency these cities, countries, and postal codes.

Madison, WI 53705	F - 75001 Paris
Lincoln, NE 68506	A - 1180 Wien
St. Paul, MN 55101	CH - 3000 Bern

- Ask students **Was heißt WI? NE? MN? Was heißt F? A? CH?** Explain briefly that international letter symbols—**Nationalitätskennzeichen**—are used for postal codes and cars. Show pictures of **Autokennzeichen** if available. Mention that Austria and Switzerland use Latin names for their identification signs: A = Austria, CH = Confederatio Helvetica.

Activity 3: Drill and Practice/Check

- Hand out copies of **Arbeitsblatt 5: Welches Land ist das?** or project it as a transparency.

- Ask students to match international letter symbols with countries: **A ist Österreich, B ist Belgien,** and so on. As a check, have them read out their answers.

Suggestions for Further Development

- Ask students to bring pictures of European countries and capitals and make a wall display.

- To help students place Germany in the context of the European Community, try following these steps.
  - Explain that Brussels is not only the capital of Belgium but also the seat—**der Sitz**—of the Commission of the European Community (EC): **Brüssel ist nicht nur die Hauptstadt von Belgien. Es ist auch eine „Hauptstadt" der Europäischen Gemeinschaft (EG). In der EG leben 322 Millionen Menschen aus zwölf Ländern.**
  - Pass out **Arbeitsblatt 6: Die EG-Länder.** Ask students to identify the international letter symbols they know. Have students color in EC member states on their outline map of Europe. Students could also make a wall display with the national flags of the 12 EC countries and the European flag, shown here. A circle of 12 golden stars on a blue background, the European flag represents the union of the peoples of Europe. The number of stars does not change, 12 being the symbol of perfection.

  - Compare the populations of the EC and the USA: **Die EG hat 322 Millionen Einwohner. Wie viele Einwohner haben die USA?** (Answer: 242 Millionen)
  - Additional background information on the EC will have to be given in English at Level I. A flyer "The Federal Republic and the European Community" is available from the Consulates General of the Federal Republic of Germany or the German Information Center in New York. Addresses for both are listed in Appendix B. English-language resource materials on the European community can be obtained from the EC Office of Press and Public Affairs at the address given in Appendix B.

- For a Level IV activity on "Europa 1992: Die Europäische Gemeinschaft," see pages 24 through 27 in issue number two for 1989 of *Treffpunkt Deutsch für Deutschlehrer in den USA.*

Suggested Test Items

- **In welchen Ländern liegen diese Städte?**

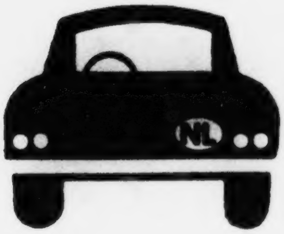
a. **F-8400 Avignon**
b. **DDR-701 Leipzig**
c. **B-2000 Antwerpen**
d. **A-8010 Graz**
e. **DK-6700 Esbjerg**
f. **CH-7000 Chur**
g. **D-6520 Worms**

Bitte Sätze schreiben.

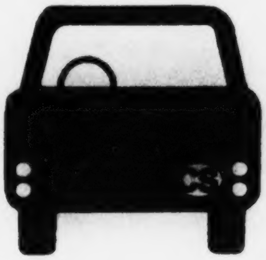
a. **Avignon** ______________________________
b. **Leipzig** ______________________________
c. **Antwerpen** ______________________________
d. **Graz** ______________________________
e. **Esbjerg** ______________________________
f. **Chur** ______________________________
g. **Worms** ______________________________

- **Aus welchen Ländern kommen diese Autos?**

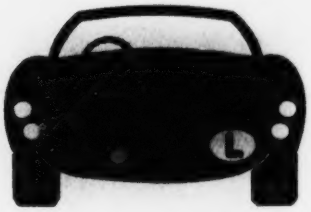
a.



b.



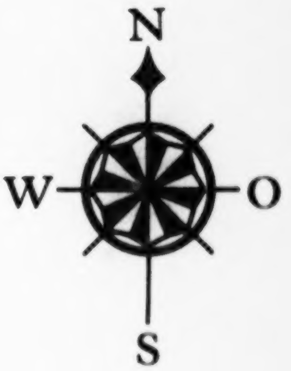
c.



Bitte Sätze schreiben.

Auto a ______________________________
Auto b ______________ der ______________
Auto c ______________________________

Die Bundesrepublik und ihre Nachbarn



Words and Phrases for Active Use

Die Richtungen (Directions)

nördlich von	north of
westlich von	west of
südlich von	south of
östlich von	east of

Welches Land ist das? (Which Country is That?)

die Bundesrepublik Deutschland (D)	Federal Republic of Germany = West Germay	Die Bundesrepublik Deutschland hat neun Nachbarn.
der Nachbar, -n	neighbor	
das Land, ¨er	country	

Land nördlich von der Bundesrepublik (Country North of the Federal Republic of Germany)

Dänemark (DK)	Denmark	Dänemark liegt nördlich von der Bundesrepublik.

Länder westlich von der Bundesrepublik (Countries West of . . .)

Holland/die Niederlande (NL)	Holland/the Netherlands	Holland liegt westlich von der Bundesrepublik.
Belgien (B)	Belgium	Belgien liegt westlich von der Bundesrepublik.

Länder südlich von der Bundesrepublik (Countries South of . . .)

die Schweiz (CH)	Switzerland	Die Schweiz liegt südlich von der Bundesrepublik.
Österreich (A)	Austria	Österreich liegt südlich von der Bundesrepublik.

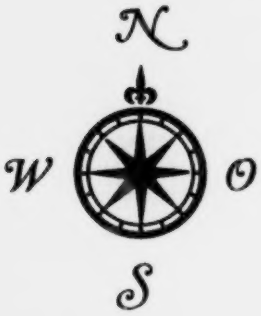
Länder östlich von der Bundesrepublik (Countries East of . . .)

die Tschechoslowakei (CS)	Czechoslovakia	Die Tschechoslowakei liegt östlich von der Bundesrepublik.
die Deutsche Demokratische Republik (DDR)	German Democratic Republic = East Germany	Die DDR liegt östlich von der Bundesrepublik.

Arbeitsblatt 1

Die Bundesrepublik Deutschland und ihre Nachbarn

Bitte ausfüllen.



Nördlich von der Bundesrepublik liegt ____________________

____.

Westlich von der Bundesrepublik liegen __________________

____.

Südlich von der Bundesrepublik liegen ____

____.

Östlich von der Bundesrepublik liegen ____

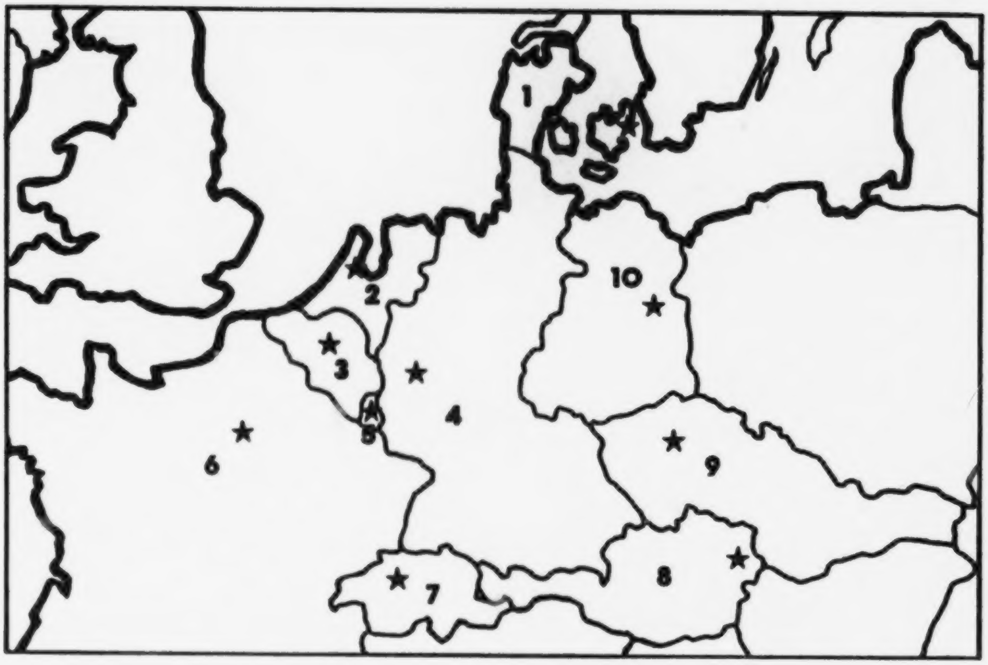
____.

Arbeitsblatt 2

Die Bundesrepublik und ihre Nachbarn

Partnerarbeit: Länder in Europa *Zeit: 5 Minuten*

Landkarte



Beispiel

A: Welches Land ist Nr. 5? *Nr. = Nummer*
B: Luxemburg.

Aufgabe

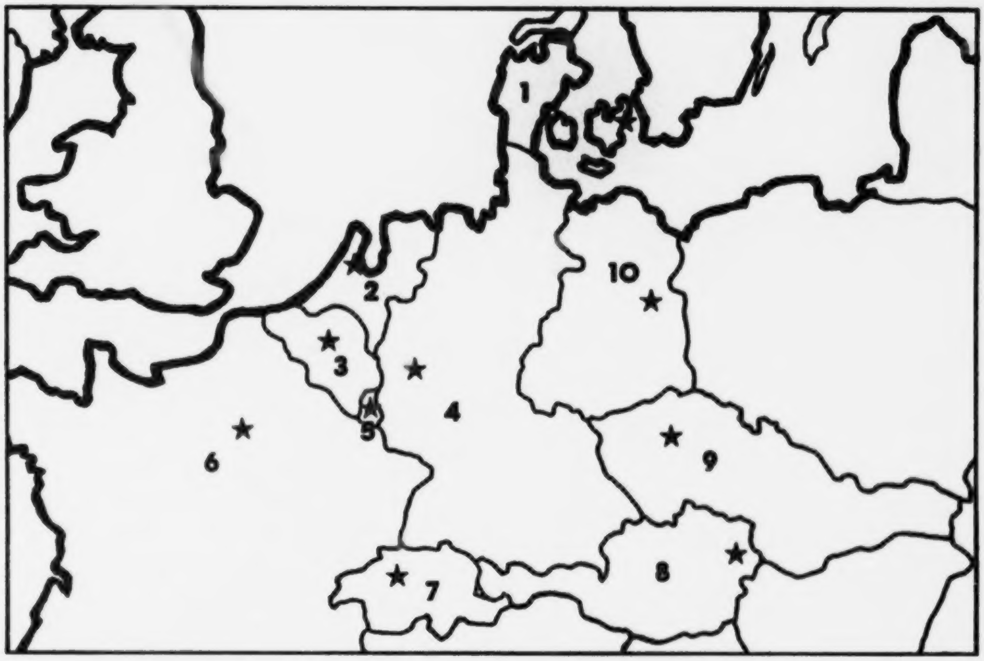
Fragt euch abwechselnd.

1. Welches Land ist Nr. 9?
   (die Tschechoslowakei)
2.
3. Welches Land ist Nr. 2?
   (Holland)
4.
5. Welches Land ist Nr. 7?
   (die Schweiz)
6.
7. Welches Land ist Nr. 1?
   (Dänemark)
8.

Die Bundesrepublik und ihre Nachbarn

Partnerarbeit: Länder in Europa *Zeit: 5 Minuten*

Landkarte



Beispiel

A: Welches Land ist Nr. 5? *Nr. = Nummer*

B: Luxemburg.

Aufgabe

Fragt euch abwechselnd.

1.

2. Welches Land ist Nr. 8?
(Österreich)

3.

4. Welches Land ist Nr. 3?
(Belgien)

5.

6. Welches Land ist Nr. 10?
(die DDR)

7.

8. Welches Land ist Nr. 6?
(Frankreich)

Die Bundesrepublik und ihre Nachbarn

Hauptstädte

Bitte ausfüllen.

Paris liegt in ____________________

Kopenhagen ____________________

Luxemburg ____________________

Brüssel ____________________

Wien ____________________

Amsterdam ____________________

Bern ____________________ in der ____________________

Prag ____________________ in der ____________________

Bonn ____________________ in der ____________________

Berlin ____________________ in der ____________________

Arbeitsblatt 5

Die Bundesrepublik und ihre Nachbarn

Welches Land ist das?

Bitte Sätze schreiben.

Dänemark
die Bundesrepublik Deutschland
Luxemburg
Österreich
die Schweiz
Frankreich
Belgien
die Deutsche Demokratische Republik
die Tschechoslowakei
Holland (die Niederlande)

A ist Österreich.
B ______________________.
CH ______________________.
CS ______________________.
D ______________________.
DDR ______________________.
DK ______________________.
F ______________________.
L ______________________.
NL ______________________.

Die Bundesrepublik und ihre Nachbarn

*Die EG-Länder**

Wie heißen die EG-Länder?

B__________________________

D__________________________

DK_________________________

E__________________________

F__________________________

GB_________________________

GR_________________________

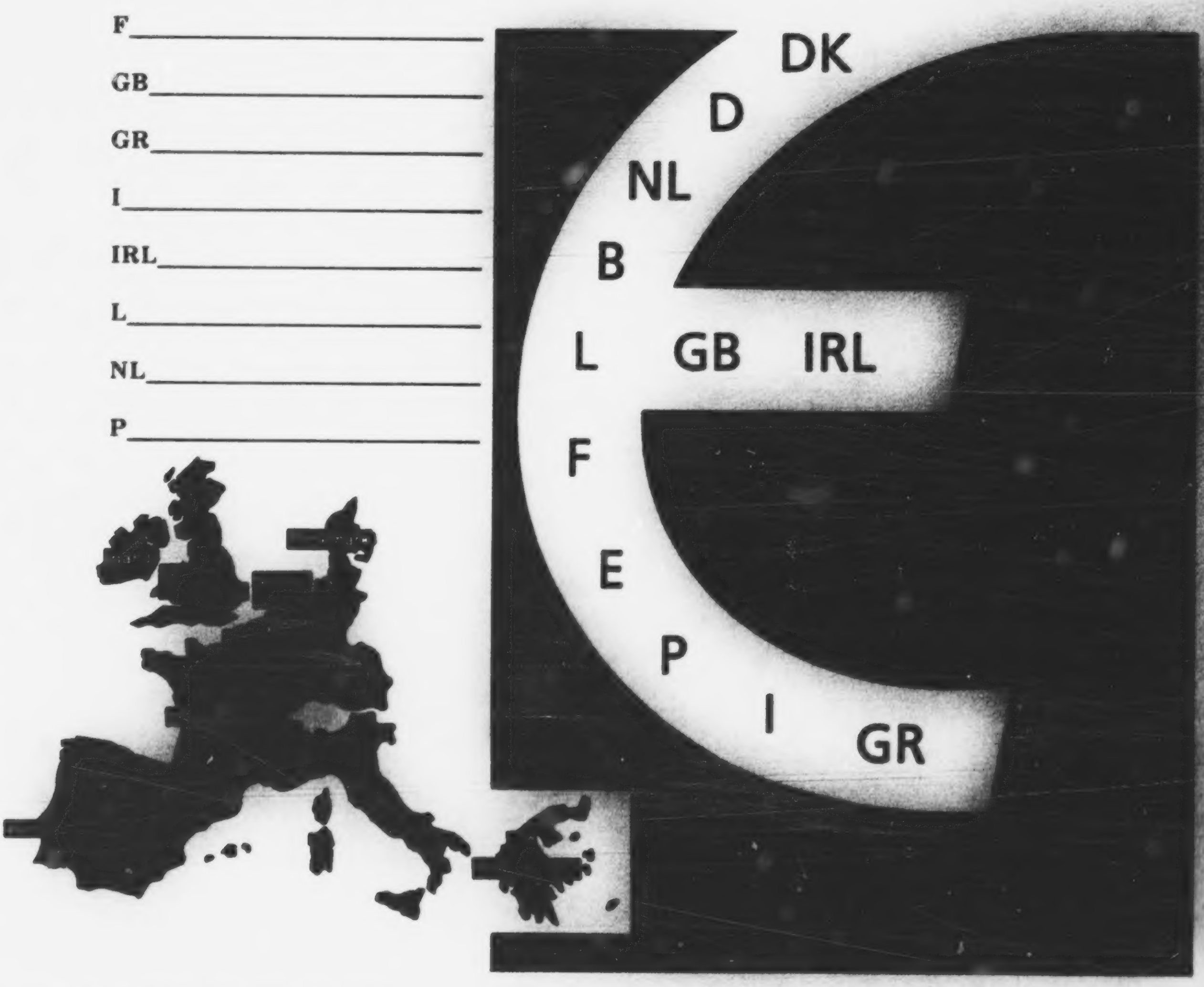
I__________________________

IRL________________________

L__________________________

NL_________________________

P__________________________


DK
D
NL
B
L
GB
IRL
F
E
P
I
GR

*EG = Europäische Gemeinschaft

Lesson 3: Städte in Deutschland und den USA

OBJECTIVE: describing and comparing towns

Level	I (-IV)
Prerequisite	Accusative
Grammar	Nouns (singular and plural), **Hier kann man**, **Es gibt** + accusative, negation with **kein**
Culture	Unlike most towns in the United States, European cities often have a centrally located market square which serves as a center of communication. In her article "Memories of Deutschland," Alexandra Dzenowagis writes, "One central difference between German and American cities is that many German cities are built around a central focal point, where there might be a cathedral, a square, a city hall; they have pedestrian zones or downtowns which are quite busy and alive even at night. The city center is like a gathering place, where something always seems to be going on, as opposed to here, where everything is so spread out and there is no central point where everybody converges. For this reason, I felt that people somehow have more human contact there." (*Treffpunkt Deutsch für Deutschlehrer in den USA* (January 1989), p. 35)
Materials	Handouts and worksheets provided with this lesson. Overhead projector. For visuals depicting buildings, see pages 12 and following of Walter Lohfert and Theo Scherling's *Wörter-Bilder-Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache* (Berlin: Langenscheidt, 1983) or page 64 of Hermann Schuh and Inge Weber's *Bild Wort: Ein Bildwörterbuch zu Komm bitte* (München: Hueber, 1974). Use slides of German stores, churches, **Marktplätze**, **Rathäuser**, parks, and so on, if available.
Vocabulary	See **Handout 1**. Adapt the list to the local situation. Students should be able to describe their own community. For example: **In Stevens Point gibt es eine Universität und eine Brauerei**.

Activity 1: Overview/Priming

- Write on the chalkboard **Feldstadt**, **Großenkirchen und** (name of local community such as Oconomowoc). Project the map of Feldstadt provided on **Handout 2** as a transparency and review/introduce names of buildings in the city. Start with familiar words and cognates; for example, **Das ist die Bäckerei. Hier kann man Brot kaufen**. Write the pattern **Das ist** ____________, **Hier kann man** ____________ on the board, point to the buildings on the map, and ask students to use familiar vocabulary to say what they can do there. For more examples, see the vocabulary list on **Handout 1**.

- At this point, do not overload the class by introducing a large number of new verbs. The students should only use familiar material. However, it is essential to introduce new

nouns relating to buildings. This can be done by showing visuals or giving American examples such as these

die Tankstelle: **Citgo und Amoco haben Tankstellen.**
die Bibliothek: **Frau/Herr** (name of librarian) **arbeitet in der Bibliothek.**
das Heimatmuseum: Refer to the local history museum if there is one.

Activity 1: Drill and Practice/Check

- Play a memory game with students. Show the unlabelled map of Feldstadt (**Handout 3**), point to different buildings, and ask students **Was ist das**?

- Make sure students use correct articles in their responses.

Activity 2: Overview/Priming/Drill and Practice/Check

- Begin a list like this on the chalkboard or a transparency.

In Feldstadt gibt es

einen	eine	ein
Bahnhof	Disco	Restaurant
...	...	...

- Do a few examples with the whole class. Then have students complete the list. Ask some students to read out their answers.

Activity 3: Overview/Priming/Drill and Practice/Check

- Introduce plural forms. Tell students: **Großenkirchen ist groß. Feldstadt ist klein. Hier ist ein Text über Feldstadt und Großenkirchen**. Hand out copies of **Arbeitsblatt 1** and read the descriptive paragraph on it to students. Then ask them to write out the plural forms to complete the worksheet. Have them read out their answers.

- Suggest that students write about their home town, using singular and plural forms. For example: **In Oconomowoc gibt es eine Bibliothek, eine Bank, eine Post, eine Bäckerei und eine Metzgerei. Es gibt viele Kirchen und Tankstellen**. Ask some students to read out their descriptions.

- Introduce/review negation with **kein**. Have students compare and contrast their home town and Feldstadt. For example: **In Oconomowoc gibt es keinen Bahnhof und kein Heimatmuseum**.

Suggestions for Further Development

- Ask students to answer this question: **Was kann man abends im Frühling/im Sommer/im Herbst/im Winter in** (name of the students' home town) **machen**?

- Suggest that pairs of students prepare and act out a dialogue between a German tourist and an American gas station attendant. Tell students the title of the dialogue is **Was gibt es hier zu sehen?**

—A ist ein deutscher Tourist in ____________________.
—B arbeitet in einer Tankstelle.
—A begrüßt B und fragt: „Was gibt es hier zu sehen?"
—B antwortet.
—A sagt: „Danke. Auf Wiedersehen."
—B sagt: „Auf Wiedersehen."

- To improve reading comprehension, ask students to extract specific information from a German telephone book, reproduced on **Arbeitsblatt 2**. Before they begin, explain the abbreviations for schools: **GrdSch = Grundschule, HauptSch = Hauptschule.**

Answer Key and Cultural Notes

1. a. Bahnhof-Apotheke; b. Driver'sche Apotheke; c. Stern-Apotheke.
2. 10 (Die Gaststätten heißen: Bistro, Bürgerstuben, Burgschenke, Essen bei Moritz, Forum Atlantis, Imbiß zur Pfanne, Katteker, Manila, Saloniki, Willenborg).
3. Burghotel.
4. 43 06 (read: *dreiundvierzig null sechs or vier drei null sechs*).
5. In der Bahnhofstraße.
6. Schmidt.
7. Am Markt 3. (Recommend that students memorize **am Markt** as a multiple-word phrase.)
8. 4. Allgemeinbildende Schulen (im Unterschied zu berufsbildenden Schulen) sind Grundschulen, Hauptschulen, Realschulen und Gymnasien. Dinklage hat zwei Grundschulen (GrdSch), eine am Höner Mark Weg (Wg) mit der Telefonnummer 650 und eine am Klinkhamer Weg mit der Telefonnummer 670. Außerdem gibt es eine Hauptschule (HauptSch) und eine Realschule. Beide haben dieselbe Adresse (Kösters Gang) und Telefonnummer (789). Sie bilden ein Schulzentrum. Dinklage hat kein Gymnasium. Die Schüler, die zum Gymnasium gehen wollen, müssen in die Nachbarstadt mit dem Bus fahren.
9. Im Wilden Pool 1.
10. 10 91 (read: *zehn einundneunzig or eins null neun eins*).

- As a Level II follow-up unit, the teacher could teach students how to ask and give directions. Well-developed materials for doing this are available on pages 88 to 93 of Walter Lohfert's *Kommunikative Spiele für Deutsch als Fremdsprache: Spielpläne und Materialien für die Grundstufe* (München: Hueber, 1982).

- Level II through IV students could make an album with pictures of their home town for their real or fictitious partner class in Germany Give these instructions and ask the questions that follow: **Sammelt Bilder von eurem Heimatort und Umgebung und macht ein Album für eure Partnerklasse in Deutschland.**

— Wo liegt ______________?
— Wie weit ist es von Chicago nach ___________?
— Wie groß ist ________? Wie viele Einwohner hat __________?
— Hat ______ einen Bahnhof, Busbahnhof, Flugplatz?

— Was für Sehenswürdigkeiten gibt es in _________?

— Gibt es ein Museum, ein Theater, ein Kino, eine Disco, ein Hallenbad, ein Freibad, ein Jugendzentrum, einen Minigolfplatz, einen Golfplatz, einen Tennisplatz, eine Reithalle, eine Eisbahn, einen Bootsverleih, einen Campingplatz, Motels, Parks in _____?

— Was kann man in _________ machen? Nach der Schule? Abends? Am Wochenende? Im Sommer? Im Winter?

Teachers interested in a partner class in Germany should contact the Goethe House, New York, listed in Appendix B. Note that for this activity, a city such as Chicago makes a good point of reference because most Germans would know its location. Also tell students that, in German, **Theater** refers to places where live actors and actresses perform: **Im Kino sieht man Filme. Im Theater sieht man Schauspiele** (plays). In German schools and universities, the place where plays, ceremonies, and other special events are held is called **Aula**.

- Compare and contrast places where young people can meet in Germany and the United States. For a unit called "Disco auf dem Land," see pages 52 and following in Textbook 2 of *Deutsch konkret: A German Course for Young People in Two Volumes*, by Gerd Neuner and others (New York: Langenscheidt, 1985). For a unit on a **Jugendzentrum** see pages 42 and following in Dieter Arnsdorf and Manfred Heid's *Erzähl doch mal von dir! Zu Gast bei deutschen Freunden* (New York: Langenscheidt, 1985).

- For levels II through IV, use the unit "Plätze in der Stadt" on pages 6 and 17 through 23 in H. P. Apelt's *Was möchten Sie wissen?* (Bonn: Inter Nationes). For the Inter Nationes address, see Appendix B. *Was möchten Sie wissen?* includes slides, a tape, and exercises. Follow this suggested procedure.

— Show slides and introduce vocabulary as needed.

— Play tape and have students do fill-in-the-blank exercises 1 through 3.

— Ask students to talk about public places, **Fußgängerzonen** (outdoor malls), **Plätze, Parks,** and **Einkaufszentren** in their home town. For example: **Was ist eine** shopping mall? **Was kann man da machen?** Students may be interested in exploring this discussion question—**Diskussionsfrage**: **Sind Einkaufszentren** (shopping malls) **die amerikanische Marktplätze?**

— Have students describe their ideal **Stadtplatz**.

Suggested Test Items

- **Was kann man hier machen?**

—Supermarkt: Hier ____

—Bäckerei: Hier ____

—Sportplatz: Hier ____

- **Schreibe 5 Sätze über deinen Heimatort. Was gibt es? Was gibt es nicht?**

- Assign students to give oral presentations on **Mein Heimatort**.

Words and Phrases for Active Use

Öffentliche Gebäude (Public Buildings)

die Bank, -en	bank	Hier kann man Geld wechseln.
die Bibliothek, -en	library	Unsere Schule hat eine Bibliothek. Dort gibt es viele Bücher.
das Heimatmuseum, -en	local history museum	Gibt es in Stevens Point ein Heimatmuseum?
die Kirche, -n	church	In Köln gibt es viele Kirchen.
die Post **das Postamt, ¨er**	mail, post office post office	Hier kann man telefonieren und Briefmarken kaufen und telefonieren.
das Rathaus	city hall, town hall	Ein Rathaus ist so etwas wie eine City Hall in Amerika.
die Schule, -n	school	Hier kann man Deutsch, Englisch und Mathematik lernen.

Einkaufen (Shopping)

die Apotheke, -n	pharmacy, drug store	Hier kann man Aspirin kaufen.
die Bäckerei, -en	bakery	Hier kann man Brot und Brötchen kaufen.
die Buchhandlung, -en	book store	Hier kann man Bücher kaufen.
das Einkaufszentrum, -en	shopping center	Eine „shopping mall" ist ein Einkaufszentrum.
die Konditorei, -en	pastry shop, often serving coffee, tea and other beverages	Hier kann man Brot, Kuchen Torte und Gebäck kaufen.
der Marktplatz, ¨e	marketplace	In Aachen gibt es einen Marktplatz.
die Metzgerei, -en	butcher shop	Hier kann man Fleisch kaufen.
der Supermarkt, ¨e	supermarket	Hier kann man Brot, Eier, Obst, Käse und Fleisch kaufen.

Sport (Sports)

der Minigolfplatz, ¨e	mini golf course	**Hier kann man Minigolf spielen.**
das Schwimmbad, ¨er	swimming pool	**Hier kann man schwimmen.**
der Sportplatz, ¨e	sports field	**Hier kann man Fußball spielen.**
der Tennisplatz, ¨e	tennis court	**Hier kann man Tennis spielen.**

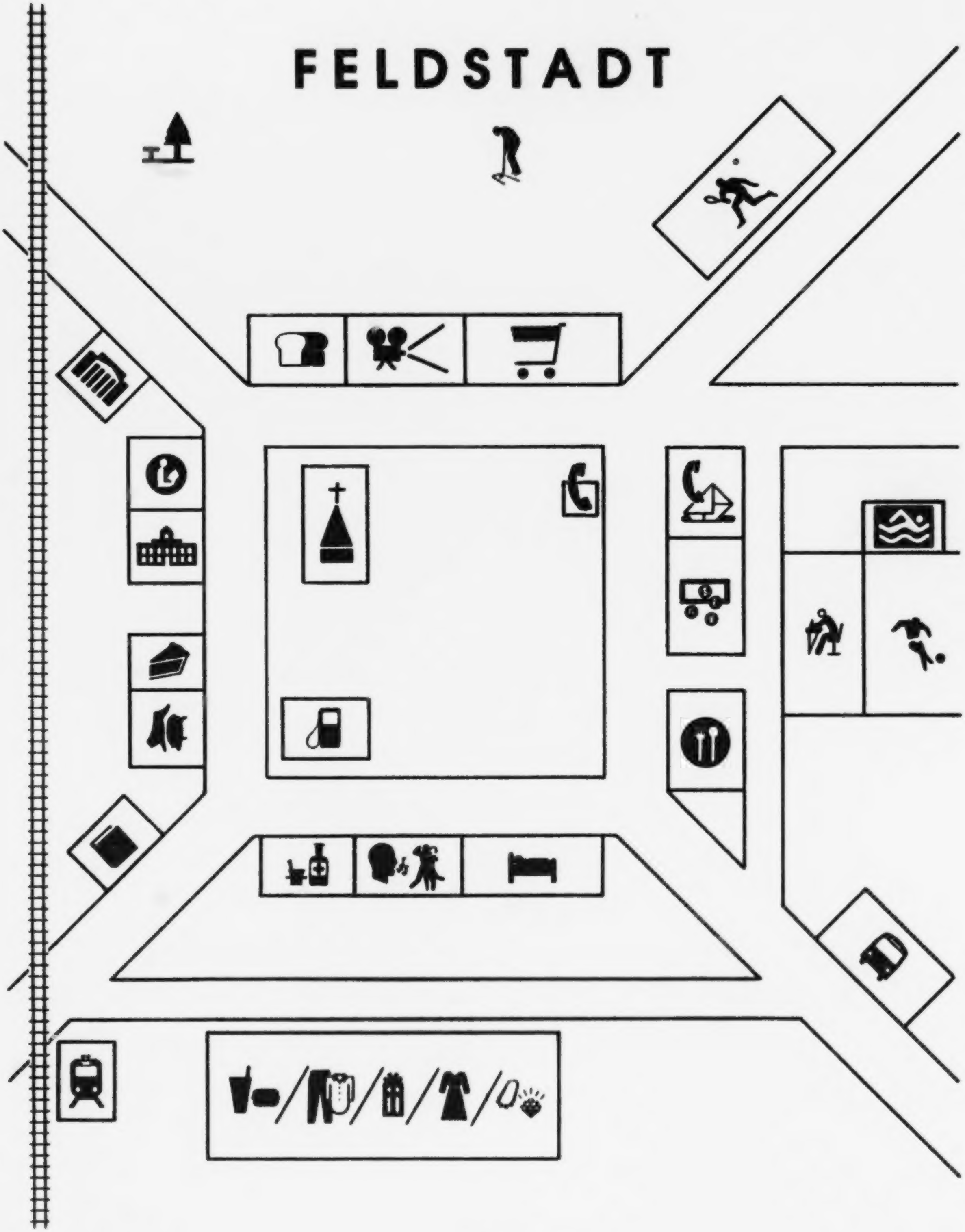
Freizeit (Leisure)

die Disco, -s **(die Diskothek, -en)**	disco discotheque	**Hier kann man tanzen und Musik hören.**
das Kino, -s	movie house, theater	**Hier kann man Filme sehen.**
der Park, -s	park	**Hier kann man Ball spielen.**

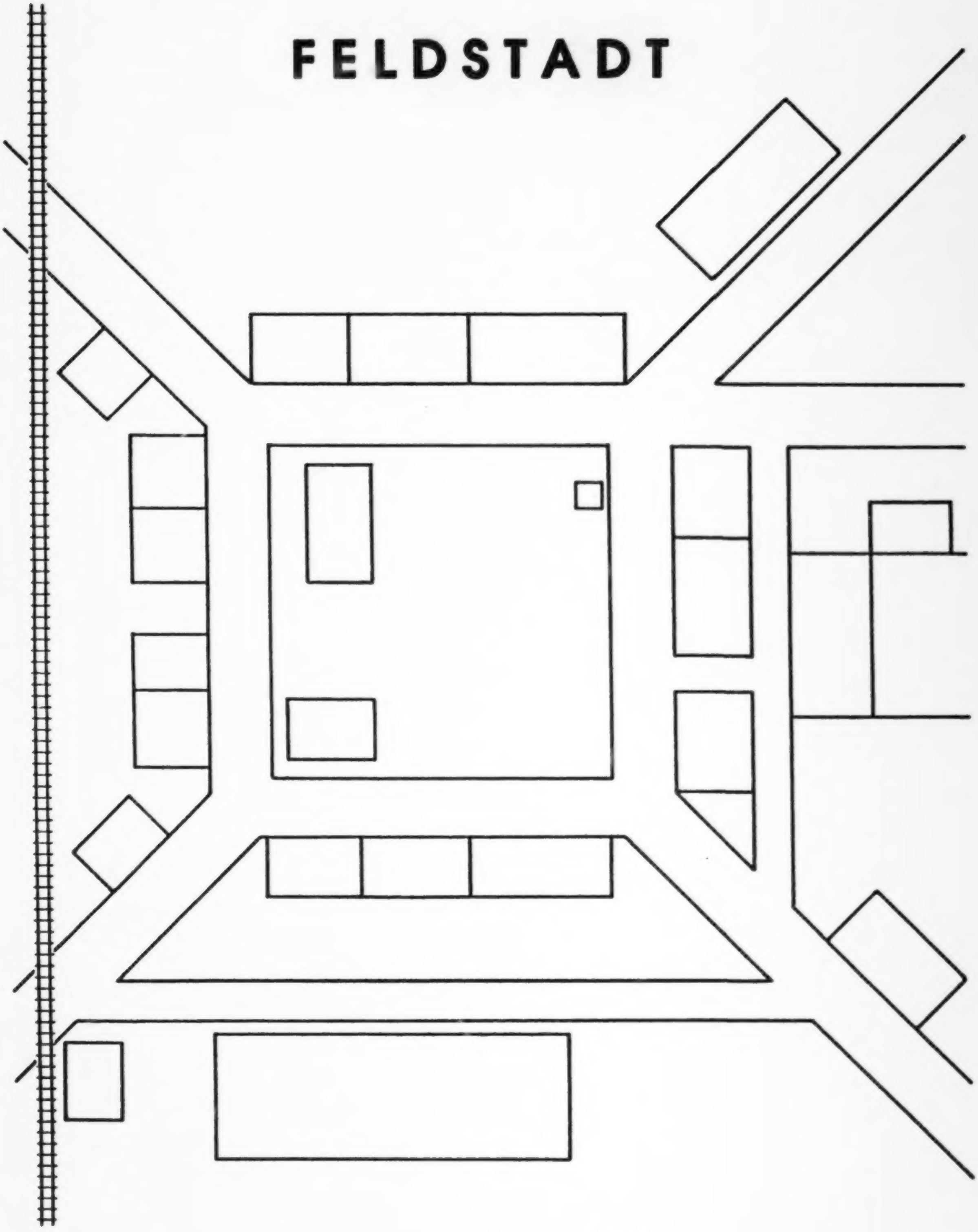
Reisen (Travel)

der Bahnhof, ¨e	railroad station	**Union Station in Chicago ist ein Bahnhof.**
der Busbahnhof, ¨e	bus station	**Greyhound Station ist ein Busbahnhof.**
das Hotel, -s	hotel	**Hier kann man essen, trinken und schlafen.**
das Restaurant, -s	restaurant, cafe	**Hier kann man essen und trinken.**
die Tankstelle, -n	gas station	**Entschuldigung, wo ist hier eine Tankstelle?**

Städte in Deutschland und den USA



Städte in Deutschland und den USA



Arbeitsblatt 1

Feldstadt und Großenkirchen

In Feldstadt gibt es eine Kirche und eine Schule. In Großenkirchen gibt es drei Kirchen und drei Schulen. In Feldstadt gibt es eine Tankstelle, eine Telefonzelle, eine Apotheke, eine Bank, eine Bibliothek und eine Buchhandlung. In Großenkirchen gibt es viele Tankstellen und Telefonzellen, zwei Apotheken, zwei Banken, zwei Bibliotheken und drei Buchhandlungen. In Feldstadt gibt es eine Konditorei, eine Metzgerei und eine Bäckerei. In Großenkirchen gibt es zwei Konditoreien, drei Metzgereien und fünf Bäckereien. In Feldstadt gibt es ein Einkaufszentrum und ein Museum. In Großenkirchen gibt es zwei Einkaufszentren und zwei Museen. In Feldstadt gibt es einen Supermarkt, einen Bahnhof, einen Minigolfplatz, einen Tennisplatz und einen Sportplatz. In Großenkirchen gibt es viele Supermärkte, zwei Bahnhöfe, zwei Minigolfplätze, drei Tennisplätze und vier Sportplätze. In Feldstadt gibt es ein Schwimmbad und ein Postamt, eine Disco, einen Park, ein Kino, ein Restaurant und ein Hotel. In Großenkirchen gibt es drei Schwimmbäder, zwei Postämter, drei Discos, zwei Parks, drei Kinos und viele Restaurants und Hotels.

In Feldstadt gibt es . . .		**In Großenkirchen gibt es . . .**	
eine	Kirche	drei	Kirchen
_______	Schule	_______	_______
_______	Tankstelle	_______	_______
_______	Telefonzelle	_______	_______
_______	Apotheke	_______	_______
_______	Bank	_______	_______
_______	Bibliothek	_______	_______
_______	Buchhandlung	_______	_______
_______	Konditorei	_______	_______
_______	Metzgerei	_______	_______
_______	Bäckerei	_______	_______
_______	Einkaufszentrum	_______	_______
_______	Museum	_______	_______
_______	Supermarkt	_______	_______
_______	Bahnhof	_______	_______
_______	Minigolfplatz	_______	_______
_______	Tennisplatz	_______	_______
_______	Sportplatz	_______	_______
_______	Schwimmbad	_______	_______
_______	Postamt	_______	_______
_______	Disco	_______	_______
_______	Park	_______	_______
_______	Kino	_______	_______
_______	Restaurant	_______	_______
_______	Hotel	_______	_______

Arbeitsblatt 2

Städte in Deutschland und den USA

Aus dem Telefonbuch von Dinklage

- A -

Apotheken

-Bahnhof Bahnhof - 18	43 96
-Driver'sche- Kösters Gang	46 46
-Stern- Lange- 26	46 00

- B -

Gaststätten

-Bistro Journal Lange- 29	18 44
-Bürgerstuben Lange Straße 17	24 22
-Burgschenke AmWildgehege	7 77
-Essen bei Moritz Bahnhof- 7	29 35
-Forum Atlantis Bahnhof- 7	21 33
-Imbiß zur Pfanne Lange Str. 1	24 24
-Katteker Romberg- 8	29 93
-Manila ClemensAugust-	20 43
-Saloniki Bahnhof- 11	44 33
-Willenborg ClemensAugust- 29	12 34

- H -

Heimann Bernard Buchhdlg. Buchdruckerei Bürobed. Burg- 4	43 06

Burghotel Dinklage

Hotel - Restaurant - Cafe - Wildpark
Telefon (0 44 43) 10 25

- J -

Jochem Günther Fleischerei Bahnhof- 21	15 08

- K -

Konerding Bäckerei Café Burg- 17	12 97

- L -

Landessparkasse zu Oldenburg

Landessparkasse zu Oldenburg Dinklage, Am Markt 3	40 26

- S -

Schulen Allgemeinbildende

GrdSch HönerMarkWg	6 50
KlinkhamerWg	6 70
HauptSch KöstersGang	7 89
Realschule Kösters Gang 11	7 89
Schmidt Heinrich Bäckerei Konditorei Lange- 27	43 15

- T -

Tennishalle Dinklage Im Wilden Pool 1	19 34

- V -

[redacted]

Zweigniederlassung der Volksbank Oldenburg • G

Volksbank Lanage Straße 21	10 91

- W -

Willenborg B. Bäckerei Burg- 47	12 16

Aufgabe

Bitte ausfüllen.

1. Wie heißen die Apotheken in Dinklage?
   a. ____________Apotheke c. ____________ Apotheke
   b. ____________Apotheke
2. Wie viele Gaststätten gibt es in Dinklage? ______________________
3. Wie heißt ein großes Hotel in Dinklage? ______________________
4. Welche Telefonnummer hat die Buchhandlung? ______________________
5. In welcher Straße ist eine Fleischerei (= Metzgerei)? In der ______________ straße.
6. Welche Bäckerei hat auch eine Konditorei?
   a. Konerding ☐ b. Schmidt ☐ c. Willenborg ☐
7. Wo ist die Landessparkasse (= Bank) in Dinklage? ______________________
8. Wie viele Schulen gibt es in Dinklage? ______________________
9. Wo kann man Tennis spielen? ______________________
10. Welche Telefonnummer hat die Volksbank in Dinklage? ______________________

Lesson 4: Deutsche Städte-Heide

OBJECTIVE: listening to and understanding what a tourist guide says

Level	I
Prerequisites	Vocabulary for buildings in the city, years, points of the compass
Grammar	Dative in the phrase **neben der Kirche**
Culture	The fictitious town of Feldstadt in the previous lesson is loosely based on Heide in Holstein. The listening comprehension exercise features a small town in Northern Germany in the 16th century. The **Fachwerkhäuser** (half-timbered houses) are grouped around a centrally located **Marktplatz**, which Heide claims is the largest in Germany. (There are other towns that make a similar claim.) The fields are outside the town.
Materials	The worksheet provided with this lesson, slides and posters of **Fachwerkhäuser** if available

Vocabulary		
	das Fachwerkhaus	half-timbered house
	das Feld	field
	das Gasthaus	inn
	das Pfarrhaus	rectory, parsonage
	die Windmühle	windmill

Listening Comprehension Exercise

- After appropriate warm-up, pass out copies of the worksheet and tell students: **Jetzt wollen wir eine Hörverstehensübung machen. Ihr seid in einem Museum in Deutschland. Ihr besucht eine Ausstellung** (exhibition) **„Deutsche Städte". Ihr hört gleich, was die Touristenführerin sagt. Hier ist ein multiple-choice-Test. Welche Wörter versteht ihr nicht?**

Go over worksheet and explain words students do not understand. Here are some examples.

neben:	Jeffrey sitzt neben Kurt.
das Gasthaus:	Ein Gasthaus ist ein Restaurant.
das Pfarrhaus:	Der Pfarrer (priest, minister) wohnt im Pfarrhaus.

- Read or play this listening comprehension passage several times if necessary. Read **St. Jürgen** as **Sankt Jürgen**. A tape recording of the exercise is available from the WAFLT Materials Center, University of Wisconsin-Stevens Point, Stevens Point, WI 54481.

> Und hier, meine Damen und Herren, sehen Sie ein Bild von Heide im Jahre 1596. Heide ist eine Kleinstadt in Norddeutschland. In der Mitte ist der Marktplatz, der größte in Deutschland. Auf dem Marktplatz stehen die Kirche und die Schule. Die Kirche heißt St. Jürgen. Um den Marktplatz stehen Fachwerkhäuser mit großen Gärten. Außerhalb der Stadt sind fünf Windmühlen und die Felder.

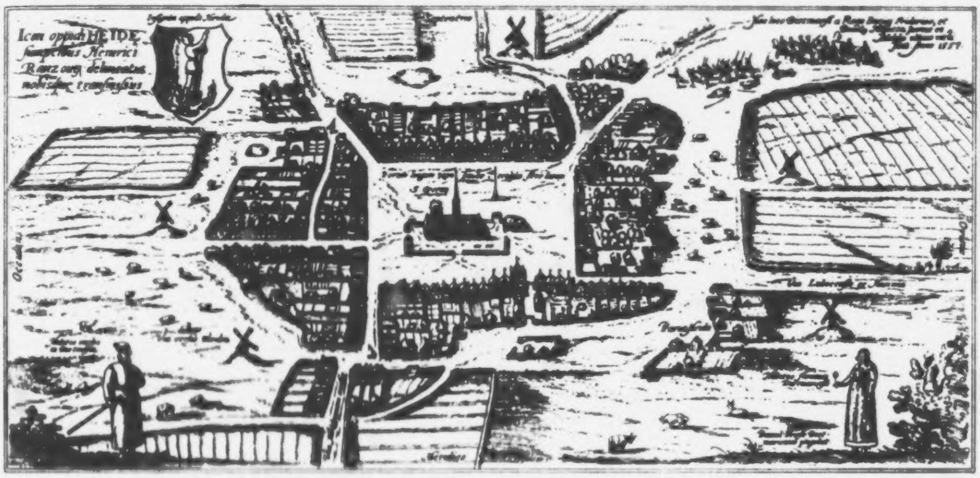
- Ask: **Was habt ihr verstanden?** Note that the multiple-choice test on the worksheet is not set up in a question format that allows only single-word answers, but requires complete sentences. When students read out all the sentences, they are engaging in a simple form of extended discourse. Introduce **Fachwerkhäuser**, **Windmühlen**, and **Felder**. Show slides of **Fachwerkhäuser** if available.

Suggestion for Further Development

Help students practice negation with **kein**. Ask: **Was gibt es in dem Heide von 1596 nicht? Es gibt keine Disco** . . . . Students may answer: **Es gibt keine Autos, keine Tankstellen, keine Telefonzelle, keinen Supermarkt, kein Einkaufszentrum** . . . .

Deutsche Städte-Heide

Bild von Heide



Aufgabe

Kreuze an:

1. Diese Stadt heißt
   ____ Jürgen.
   ____ Heide.
   ____ Norden.
   ____ Marktbreit.

2. Auf dem Bild ist es das Jahr
   ____ 1659.
   ____ 1695.
   ____ 1569.
   ____ 1596.

3. Die Stadt liegt
   ____ im Norden von Deutschland.
   ____ im Osten von Deutschland.
   ____ im Süden von Deutschland.
   ____ im Westen von Deutschland.

4. Das kleine Haus neben der Kirche ist
   ____ das Rathaus.
   ____ die Schule.
   ____ das Gasthaus.
   ____ das Pfarrhaus.

Lesson 5: Wo wohnst du?

OBJECTIVE: describing one's home, room, and some of the furnishings

Level	II
Prerequisite	Vocabulary words for house, furniture, colors, numbers
Grammar	Accusative, dative, specific and general questions, and question words: **wo? wie viele? wie groß? in welchem Zimmer? an welchem See/ Fluß?**
Culture	1. **Wohnzimmer**: Some houses have a living-room that is only used for special occasions—**zu besonderen Anlässen**. It is sometimes called **die gute Stube** or simply **die Stube**. 2. In German houses, only the master bedroom is referred to as **Schlafzimmer** or **Elternschlafzimmer**. The children's bedrooms are called **Kinderzimmer** or simply **Zimmer**, for example, **Karins Zimmer, Uwes Zimmer**. The reason is that Karin and Uwe use their rooms to do many other things besides sleeping. **Sie spielen dort, hören Musik, sehen fern, machen Hausaufgaben usw**. A spare bedroom is called a **Gästezimmer**. 3. German houses do not normally have closets—**Einbauschränke** or **Wandschränke**. A wardrobe—**Kleiderschrank**—is usually used for hanging clothing. Some German homes also have a walk-in closet—**einen begehbaren Kleiderschrank**. 4. Germans do not give the size of their apartments or houses in terms of bedrooms, for example, a 3-bedroom house. A German would say: **Ich habe eine Vierzimmerwohnung (1 Wohnzimmer, 1 Schlafzimmer, 2 Kinderzimmer)**. The existence of a **Küche, Bad**, and **Flur** or **Diele** is taken for granted. 5. In rental ads, the size of an apartment is described in terms of **ZKDB—Zimmer, Küche, Diele, Bad**—and qm/m^2—**Quadratmeter**. Here are two sample advertisements for housing from a German newspaper. [illegible] **4 ZKDB,** 84 qm, in Broichweiden, Buschstr.40, Tel. 02405/72191 **AC-Haa.** 2ZKDB, 44 m², Gasetagenheizung, kompl. Einbauküche, Gartenbenutzung, Kabelanschluß, zum 1.2 zu vermieten, Tel. AC 501366
Materials	Copies of **Handout 2** or a transparency of **Karins Wohnung** made from **Handout 2**, the worksheet provided with this lesson, overhead projector (optional)
Vocabulary	See **Handout 1.**

Overview/Priming

- To review "house" words, pass out copies of the top half of **Handout 2**, or project the unlabelled floor plan—**Grundriß**—of Karin's apartment as a transparency, saying: **Das**

ist die Wohnung einer Familie mit einem Kind. Was für Zimmer gibt es in dieser Wohnung? Im welchem Zimmer kocht man? In welchem Zimmer sieht man fern? In welchem Zimmer ißt man? Ask students to guess what the different rooms are.

- Review/introduce "furniture" words. Use pictures of German furniture if available—slides, advertisements, catalogues. Ask these questions: **Was für Möbel sind im Wohnzimmer? Im Elternschlafzimmer? Im Kinderzimmer? Im Bad? In der Küche? In deinem Zimmer?**

- Have students draw a labeled floor plan of their house or apartment. Teachers who have reason to believe that it may be embarrassing for some students to describe where they live can suggest that students invent a house or apartment for a fictitious character.

Drill and Practice/Check

- Pass out copies of the worksheet provided with this lesson and instruct students to make notes on their houses or apartments or the homes they have invented for their fictitious characters. Help if necessary.

- Ask students to choose partners for pair work. Then suggest that they alternate asking one another the questions on the worksheet.

- When time is up, call on several students to report on their partners' homes or fantasy dwellings.

Suggestions for Further Development

- Have students make an album for a partner class in Germany on the topic **Wo wir wohnen**. Include floor plans and pictures if possible. Teachers interested in partner classes in Germany should contact the Goethe House New York (see Appendix B).

- Have students read descriptions of **Traumzimmer**, describe their dream room, dream apartment, or dream house. This activity can be done in pairs. Give these instructions: **Ein Partner beschreibt sein Traumzimmer oder Traumhaus. Der andere Partner zeichnet den Grundriß. Ist der Grundriß richtig?**

  For descriptions of **Traumzimmer**, see pages 64 to 67 of Thomas Vieth's *Wer? Wie? Was? 2: Schülerbuch* (Bonn: Gilde), pages 89 to 92 of George Winkler and Margrit Meinel Diehl's, *Kaleidoskop* (Orlando: Harcourt, Brace, Jovanovich, 1985), or page 146 in Textbook 2 of *Deutsch konkret: A German Course for Young People in Two Volumes* by Gerd Neuner and others (New York: Langenscheidt, 1985).

Suggested Test Items

- **Zeichne einen Grundriß von deinem Traumhaus und schreibe 10 Sätze dazu.**

- Invite students to give oral presentations on **Wo ich wohne** or **Mein Traumhaus**.

Handout 1

Wo wohnst du?

Useful Vocabulary

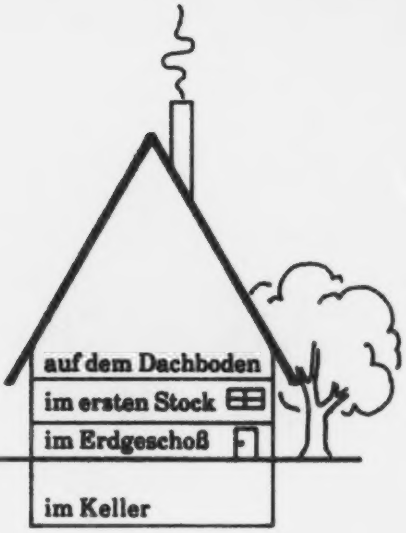
Räume (Rooms)

die Diele, -n	foyer	Eine Diele ist ein breiter Flur.
der Flur, -e	hall, hallway	Unser Flur ist ziemlich klein.
das Wohnzimmer, -	living room	Wir sehen im Wohnzimmer fern.
der Kamin, -e	fireplace, chimney	Wir haben einen Kamin im Wohnzimmer.
die Gardine, -n **der Vorhang, ¨e**	curtain drapes	Die meisten Wohnungen in Deutschland haben Gardinen und Vorhänge.
das Fernsehzimmer, -	TV room, family room	Wir haben ein Wohnzimmer und ein Fernsehzimmer.
das Eßzimmer, -	dining room	Habt ihr ein Eßzimmer?
die Küche, -n	kitchen	Die Küche ist neben dem Eßzimmer.
die Speisekammer, -n	pantry	Die Speisekammer ist neben der Küche.
der Hauswirtschaftsraum, ¨e	utility room	Im Hauswirtschaftsraum ist eine Waschmaschine und der Wäschetrockner.
der Hobbyraum, ¨e	recreation room, workshop	Im Keller haben wir einen Hobbyraum. Dort spielen wir Tischtennis.
der Spielkeller, -	playroom in a basement	Wir haben keinen Spielkeller.
das Badezimmer, -	bathroom	Wir haben eine Dusche und eine Badewanne im Badezimmer.
die Gästetoilette, -n	extra bathroom	Wir haben ein Badezimmer und eine Gästetoilette.
die Treppe, -n	stairway	„Entschuldigung, wo ist hier die Toilette?" – „Die Treppe rauf und dann links."
das Schlafzimmer, -	bedroom	Neben dem Elternschlafzimmer ist ein Badezimmer.
das Kinderzimmer, -	children's bedroom	Im ersten Stock sind zwei Kinderzimmer.

Handout 1 (continued)

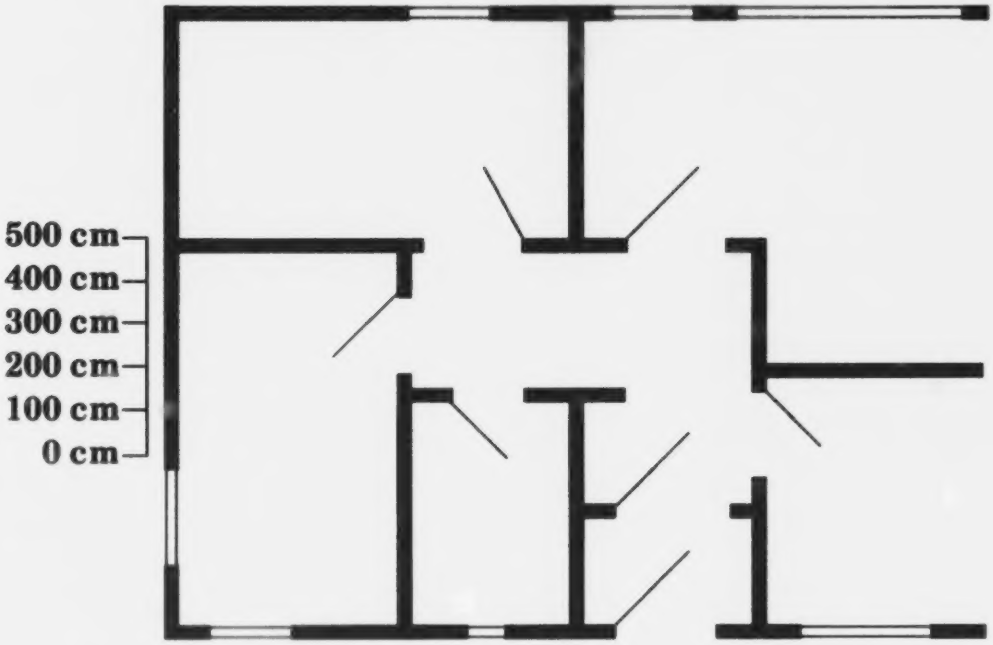
Stockwerke (Stories in a building)

der Dachboden	attic
der erste Stock	second floor
das Erdgeschoß	ground floor, first floor
der Keller	basement, cellar


auf dem Dachboden
im ersten Stock
im Erdgeschoß
im Keller

Wo wohnst du?

Karins Wohnung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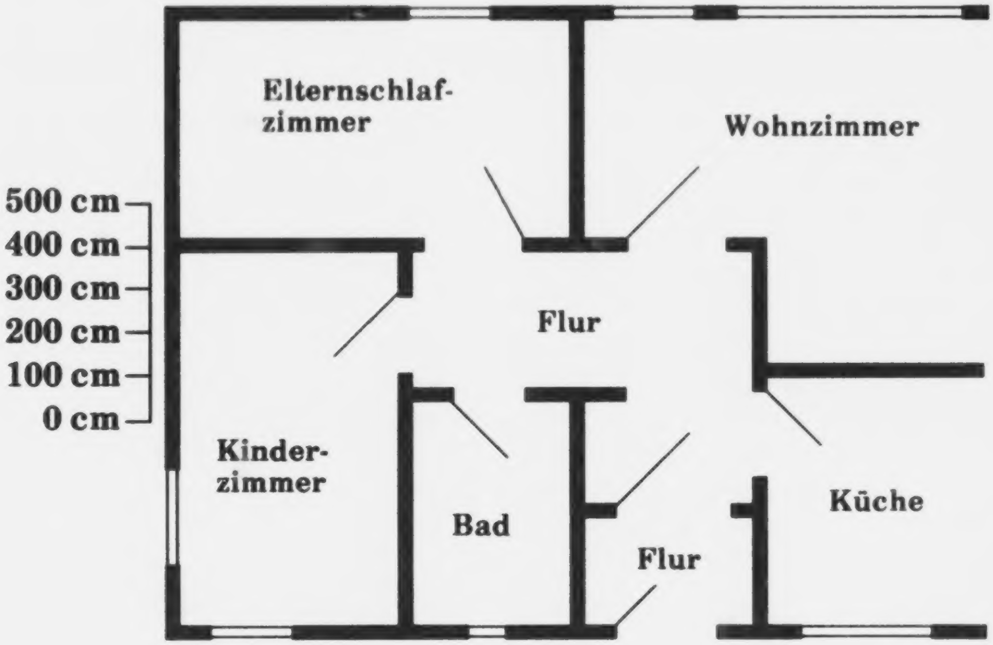
Elternschlaf-
zimmer
Wohnzimmer
500 cm
400 cm
300 cm
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Flur
Kinder-
zimmer
Bad
Küche
Flur

Wo wohnst du?

Interview

Wo wohnst du? Im Norden/im Osten/im Süden/im Westen/im Zentrum/in einem Vorort von . . .? Liegt dein Haus an einem See oder Fluß? An welchem?

Wohnst du in einem Einfamilienhaus, in einem Zweifamilienhaus, oder habt ihr eine Mietwohnung?

Welche Farbe hat dein Haus?

Habt ihr Gemüsebeete und Blumenbeete?

Wie viele Zimmer habt ihr?

Hast du ein eigenes Zimmer oder ein Zimmer mit deinem Bruder/deiner Schwester zusammen?

Wie groß ist dein Zimmer? Sehr groß? Ziemlich groß? Ziemlich klein? Sehr klein? Wie viele Quadratmeter hat dein Zimmer?

Wie sieht dein Zimmer aus? Hast du Gardinen und Vorhänge in deinem Zimmer? Welche Farbe haben sie? Hast du einen Teppich in deinem Zimmer? Welche Farbe hat er? Was für Möbel, Bilder und Poster hast du in deinem Zimmer?

Ist dein Zimmer ordentlich oder unordentlich?

In welchem Zimmer siehst du fern?

In welchem Zimmer ißt du (morgens, abends)?

Wo spielst du mit deinen Freunden/Freundinnen? In deinem Zimmer? Im Spielkeller? Im Garten? Auf der Straße?

Lesson 6: Zu Hause

This lesson is adapted from pages 26 to 30 in the January 1987 issue of *Treffpunkt Deutsch für Deutschlehrer in den USA und in Kanada* 1/1987.

OBJECTIVES: 1) understanding Reinhard Mey's song, "Aber zu Haus kann ich nur in Berlin sein," 2) writing a song about one's home town

Levels	III - IV
Culture	Reinhard Mey, born in 1942, is one of Germany's best-known song writers—**Liedermacher**. In the song "Aber zu Haus kann ich nur in Berlin sein," he expresses a Berliner's love for his city. At the same time he provides, in a humorous way, geographical and cultural information about German towns and regions. The song is syntactically simple but contains a number of idiomatic expressions and cultural allusions, some of which are explained in **Handout 1** and **Arbeitsblatt 2**.
Materials	Song "Aber zu Haus kann ich nur in Berlin sein," available on cassette from the Goethe Institute (see Appendix B); handouts and worksheets provided with this lesson; dice for "Deutschlandreise" game; if available, posters and other visuals of places mentioned in the song
Vocabulary	Words for products, activities, landmarks, and other things associated with well-known cities and regions in the United States; words and phrases from **Arbeitsblatt 2**

Prelistening Activities

- Choose cities, states, and regions in the United States that students can talk about in German and ask: **Was könnt ihr über Wisconsin und die Neu-England-Staaten sagen**? To help them begin talking, ask what products—**Produkte**—or landmarks or sports are associated with various areas. Write areas and related information on the chalkboard or a transparency.

Städte und Regionen in den USA	**Was uns dazu einfällt**
die Neu-England-Staaten	der Ahornsirup
Maine	der Hummer
Chicago	der Sears Tower
Detroit	die Autos
Iowa	der Mais, die Schweine
Idaho	die Kartoffeln
Kalifornien	die Orangen (Apfelsinen) und die Sonnenblumen
Kansas	der Weizen
Silicon Valley	die Computer Chips
der Süden	die Baumwolle
Texas	das Erdöl

Georgia	**die Pfirsiche**
Florida	**die Orangen (Apfelsinen), die Pampelmusen**
Wisconsin	**der Käse**
Colorado	**Ski laufen**

Make sure students go beyond one-word answers by having them summarize what is written on the board. Tell students: **Macht drei Sätze über Wisconsin. Über Kalifornien. Über den Süden**. Help by supplying the verbs if necessary.

- Ask students: **Welche deutschen Städte kennt ihr? Was fällt euch zu diesen Städten ein?** Refer to any posters or other visuals that may be in the classroom. Introduce the world **Hügel**, which is used in line two of the song they are about to hear.

- Tell students: **Jetzt hören wir ein Lied über einige deutsche Städte. Nachher frage ich euch, was ihr verstanden habt**.

Understanding the Song

- Play the song "Aber zu Haus kann ich nur in Berlin sein" and ask an open-ended comprehension question like **Was habt ihr verstanden?** It may be easier for students to answer this question if they have a few minutes to jot down notes. If the open-ended question does not produce any responses, ask a more narrowly focused question such as: **Welche Städte kommen in dem Lied vor?**

- Make several copies of "Aber zu Haus . . ." from the text reprinted on **Handout 1**. Break the class into groups of four and give each group a text of the song cut into strips. Play the song a second or third time, and tell students to reconstruct it by putting the strips in correct order. Note that this task can be geared to students' ability levels. The more strips there are, the more difficult the task. Instead of being cut apart, the lines of the song also can be scrambled as they are on **Arbeitsblatt 1**. Students then can be asked to indicate the correct sequence of lines by numbering them.

- As a check, pass out copies of **Handout 1** with song words in the right order, and play the song again so students can determine if they have reconstructed it correctly. Note that the reconstruction technique makes it possible to play the song several times without its becoming boring. At the end of this phase, students are likely to have memorized some of the song's key phrases.

- Explain any words or phrases students may not understand.

- Distribute copies of **Arbeitsblatt 2** and ask students to complete it, individually or in pairs. Request some or all of them to read out their answers.

Going Beyond the Song

- To give students an idea of the geographical locations of places named in "Aber zu Haus . . . ," have them play the board game "Deutschlandreise." They will have to divide into groups of three to five. The game board and game cards are provided on **Handout 3** and **Handout 4**. Enlarge copies of the gameboard if possible. These are the rules of the game.

Spielregeln

— Der Spieler, der die höchste Punktzahl würfelt, darf anfangen.
— Es wird reihum im Uhrzeigersinn gewürfelt.
— Wer eine „sechs" gewürfelt hat, darf noch einmal würfeln.
— Es dürfen mehrere Spieler auf einem Feld sitzen.
— Ein Spielleiter muß die Texte, die zu den Ereignisfeldern (den schwarzen Punkten!) gehören, vorlesen.
— Gewonnen hat der Spieler, der zuerst in Berlin (mit genauer Punktzahl!) angekommen ist.

- Suggest that students write and record their own song. Tell them, **Jetzt wollen wir unser eigenes Lied schreiben „Aber zu Haus kann ich nur in** (student's home town) **sein". Über welche Städte und Landschaften wollen wir schreiben?** Ask students to write down what they associate with the places they name.

The songs on **Handout 2** are examples of the type of work that can be expected of U.S. high school students. A follow-up activity might be to have students explain the local allusions contained in these songs.

Suggested Test Item

Was fällt dir zu diesen Namen ein? Antworte in ganzen Sätzen!

a. Allgäu
b. Rhein
c. Ruhrgebiet
d. Ostsee
e. Kamener Kreuz
f. Kiel
g. Vechta
h. Berlin
i. Wisconsin
j. Rocky Mountains
k. student's home town

Handout 1

Zu Hause

Aber zu Haus kann ich nur in Berlin sein

Ich mag das Allgäu und die bunten Kühe,
Die auf den sanften, grünen Hügeln muh'n.
Ich mag den Rhein trotz seiner trüben Brühe,
Und ich mag alle, die etwas dagegen tun.
Das Alte Land und Hamburg mag ich gerne,
Ich mag das Land, wo man sich Spätzle macht,
Ich mag den Kohlenpott von Hamm bis Herne,
Und ich mag Mainz, wenn es nicht grade singt und lacht!
Aber zu Haus kann ich nur in Berlin sein,
Da ist das Leben, da wohnt der Bär.
Denk' ich „zu Haus," fällt mir nur Berlin ein,
Da bin ich glücklich, da fehlt mir nichts mehr.

Ich hab' nen Nagelknipser aus Solingen,
Mein Pudding kommt direkt aus Bielefeld,
Mein liebster Suppenwürfel kommt aus Singen,
Und in Vechta kommt mein Frühstücksei zur Welt.
Ich zeche gern im Ratskeller zu Bremen,
Ich friere gern im Sommer in Scharbeutz,
Lass' mir im Schwarzwald den Blinddarm rausnehmen,
Und ich stehe im Stau am Kamener Kreuz.

Aber zu Haus kann ich nur in Berlin sein . . . (Refrain)

Ich liebe Kiel und all die kleinen Sprotten,
In Flensburg sitz' ich gern und prüf' den Rum.
Nur, bleib' ich zu lang' fort, krieg' ich die Motten,
Und dann hilft alles nix, dann kehr' ich einfach um.
Und wenn ich auf der Transitstrecke rolle,
Dann spür' ich schon ein Kribbeln und ein Zieh'n,
Dann schmunz'le ich bei der Gesichtskontrolle:
Na gewiß doch, Herr Genosse, ich will nach Berlin!
Denn zu Haus kann ich nur in Berlin sein,
Da ist das Leben, da wohnt der Bär.
Denk' ich „zu Haus", fällt mir nur Berlin ein,
Da bin ich glücklich, da fehlt mir nichts mehr.

Je mehr ich durch die Weltgeschichte renne,
Desto mehr komm' ich dazu, einzuseh'n:
Wenn ich wo einen Ort „Zuhause" nenne,
Dann muß da mindestens Berlin aufm Ortsschild steh'n!

Denn zu Haus kann ich nur in Berlin sein . . . (Refrain)

Vokabeln

Berlin (West)

da wohnt der Bär: reference to Berlin coat of arms above

Nagelknipser: nailclipper

Suppenwürfel: bouillon cube

zechen: Alkohol trinken

lass' mir im Schwarzwald den Blinddarm herausnehmen: have my appendix taken out in the Schwarzwald (an allusion to a popular TV series about a hospital in the Schwarzwald)

im Stau am Kamener Kreuz stehen: be caught in a traffic jam at the freeway intersection near the town of Kamen

krieg' ich die Motten: dann wird es mir zuviel

nix: (umgangssprachlich) nichts

ein Kribbeln und ein Zieh'n spüren: aufgeregt werden

schmunzeln: lächeln

Genosse: Anrede unter Kommunisten (comrade)

durch die Weltgeschichte rennen: herumreisen

Handout 2

Zu Hause

Sample Home Town Songs

Aber zu Haus kann ich nur in Eau Claire sein

Ich mag New York und die bunten Leute,
die alles tun, und leben nur für heute . .
Ich mag Boston Harbor trotz des medizinischen Schmutzes,
Und ich mag alle, die etwas dagegen tun.
Das Französische Viertel in Orleans mag ich gerne.
Ich mag das Land, wo man sich Gumbo macht.
Ich mag den Ölpott von Dallas bis Fairbanks.
Und ich mag Chicago, wo es Spaß gibt Tag und Nacht.

Aber zu Haus kann ich nur in Eau Claire sein.
Da ist das Leben, da wohnt Old Abe.
Denk ich „zu Haus", fällt mir nur Eau Claire ein.
Da bin ich glücklich, da fehlt mir nichts mehr.

Ich hab mein Auto aus Detroit City.
Meine Schokolade kommt direkt aus Hershey.
Meine liebsten Orangen kommen hier aus Florida.
Von Silicon Valley kommen Computer Chips.
Ich habe gern die Büffel aus dem Westen.

Und die Rockies, wo man Schnee im Sommer sieht.
Ich kann in Hawaii in der Sonne liegen.
Und beim Luau sing' ich gern ein Don Ho Lied.

Refrain.

German III, Memorial High School, Eau Claire, 1988.
Teacher: Neal Fleming

Aber zu Haus kann ich nur in Green Bay sein

Aber zu Hause kann ich nur in Green Bay sein.
Ich mag Door County, wo wir Kirschen finden,
ich mag Michigan See, wo wir die Segel binden.

Ich mag Appleton, wo Leute einkaufen gehen,
ich mag Milwaukee, wo wir einen Zoo sehen.

Ich mag Manitowoc, wo still ein U-Boot ruht,
Und ich mag Madison, wo sich viel im Capitol tut.

Ich mag Rhinelander, wo der Hodag lebte,
Und ich mag Barneveld, wo ein Tornado bebte.

Aber zu Hause kann ich nur in Green Bay sein.
Da ist das Leben, da wohnen die Packer.
Denk ich 'zu Haus' fällt mir nur Green Bay ein.
Da bin ich hungrig, wir haben viele Bäcker.

Aus New York City hab' ich meine Brille
Mein Öl kommt in der Nähe von Philly.
Mein Obst kommt direkt aus Chile.

Wir haben die Marine überall auf dem Meere,
in allen Kontinenten sind auch unsere Heere,
ich würde gern andere Ländere sehen.

Refrain: Aber zu Hause . . . .

Shawn Klimek, German IV, Ashwaubenon High School, 1989.
Teacher: Keith Halverson

Weil zu Haus kann ich nur in Monroe sein

Ich mag Monroe und die schmutzigen Kühe,
Die uns die saure Milch gern geben.
Ich mag Käsetage, obwohl es hier verrückt ist,
Und ich mag alle, die etwas dagegen tun.
Die Schweizer und Heidi mag ich gerne,
Ich mag das Land, wo man den Käse macht,
Ich mag Wilhelm Tell von Apfel bis Zehe,
Und ich mag Honey Creek, wenn es nicht gerade stinkt.

Weil zu Haus kann ich nur in Monroe sein.
Da ist das Leben, da wohnt „die Maus,"
Denk ich „zu Haus", fällt mir nur Monroe ein.
Da bin ich glücklich, da fehlt mir nichts mehr.

Ich habe Kleidungsstücke aus „Heidi und Peter,"
Meine „Taschen" sind von New Glarus Bäckerei,
Mein liebster Käse kommt aus Baumgartners,
Und beim Huber kommt mein Augsburger zur Welt.
Ich zeche gern im Suisse Haus in Monroe.
Ich friere gern im Sommer in Cadiz Springs,
Laß mir in St. Clare den Blinddarm rausnehmen
Und stehe im Stau um den Rathausplatz.

Aber zu Haus . . . .

Ich liebe New Glarus und all die alten Schweizer,
In Turner Hall sitz' ich gern und prüf' das Bier.
Nur bleib' ich zu lang fort, krieg' ich die Motten,
Und dann hilft alles nix, dann kehr' ich einfach um.
Und wenn ich auf Autobahn 69 rolle,
Dann spür ich schon ein Kribbeln und ein Zieh'n,
Dann hält mich der Herr Offizier Becker an.
Na, gewiß doch mein Herr, ich will nach Monroe.

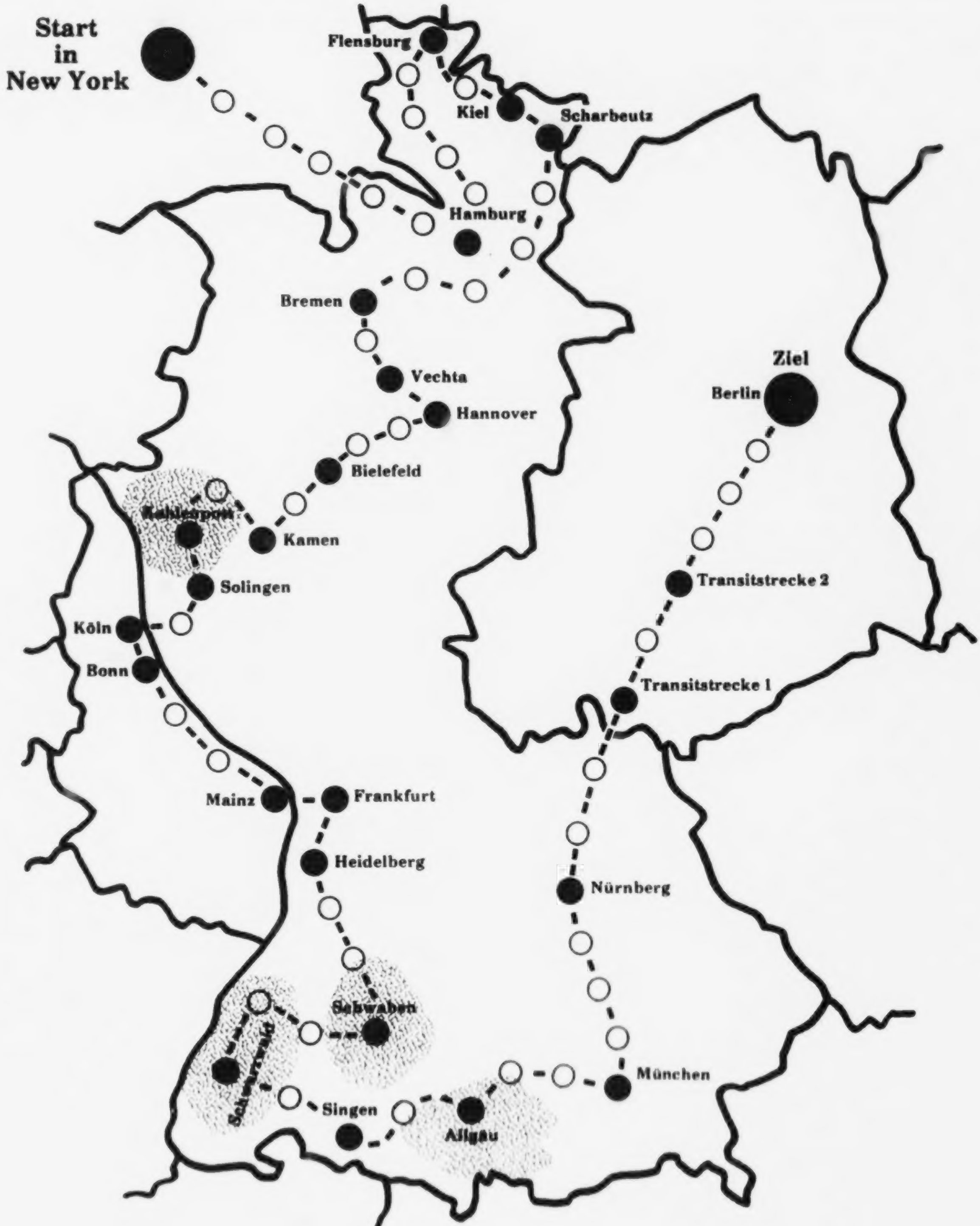
Aber zu Haus . . . .

Je mehr ich durch die Weltgeschichte renne,
Desto mehr komm' ich dazu einzuseh'n,
Wenn ich wo einen Ort „Zuhause" nenne,
Dann muß da mindestens Monroe aufm Ortschild steh'n.

Weil zu Haus . . . usw.

German IV, Monroe High School, 1988. Teacher: Karen Fowdy

Deutschlandreise


Start in New York
Flensburg
Kiel
Scharbeutz
Hamburg
Bremen
Vechta
Hannover
Bielefeld
Kohlenpott
Kamen
Solingen
Köln
Bonn
Mainz
Frankfurt
Heidelberg
Schwaben
Schwarzwald
Singen
Allgäu
München
Nürnberg
Transitstrecke 1
Transitstrecke 2
Ziel
Berlin

Zu Hause

Deutschlandreise

Diese Seite für jeweils eine Spielgruppe kopieren und ausschneiden !

Nach dem langen Flug von Amerika nach **Hamburg**: Einen tollen Tag in der Stadt verbracht und einen Ausflug ins Alte Land gemacht. –2 x aussetzen!	**Kamen**: Fast eine Stunde im Stau gestanden! – 1 x aussetzen!	**Schwaben:** Das Beste hier sind die Spätzle. Nicht verpassen! – 1 x aussetzen!
Mit dem Auto nach **Flensburg:** Am Vorabend zuviel Rum „geprüft". –1 x aussetzen!	**Im Kohlenpott:** Viele nette Leute getroffen. – Noch einmal würfeln!	**Schwarzwald:** Vom vielen Spätzleessen Bauchschmerzen gekriegt. Zum Arzt gegangen. –Zurück nach Frankfurt!
Kiel: Die Sprotten haben gut geschmeckt; gestärkt geht es weiter. – Noch einmal würfeln!	**Solingen:** Eine Fabrik besichtigt und einen Nagelknipser gekauft. – 3 Felder vorrücken!	**Singen:** Suppenwürfel für daheim gekauft. – 1 Feld vorrücken!
Scharbeutz: Wie so oft ist es auch jetzt wieder zu kalt zum Baden. Schnell weiter. – 2 Felder vorrücken!	**Köln:** Haben den Dom gesehen und eine Rundfahrt auf dem Rhein gemacht. – Noch einmal würfeln!	**Allgäu:** Hier gibt es gute Milch zu trinken. – Nach München vorrücken!
Bremen: Im Ratskeller gezecht, am nächsten Morgen schlimmen Kater. – 1 x aussetzen!	**Bonn:** Dem Bundespräsidenten „Guten Tag" gesagt und Beethovens Geburtshaus besucht. – 3 Felder vorrücken!	**München:** Mit einem BMW probegefahren. Tolles Gefühl! – 2 Felder vorrücken!
Vechta: Hühner, nichts als Hühner! – Noch einmal würfeln!	**Mainz:** Wir lassen uns erzählen, wie Karneval gefeiert wird. – Noch einmal würfeln!	**Nürnberg:** Zuviel Lebkuchen gegessen. – 1 x aussetzen!
Hannover: In der Stadt zu schnell (mehr als 50km/h) gefahren. – Zur Strafe 2 Felder zurück!	**Frankfurt:** Den größten Flughafen Deutschlands besichtigt und dann direkt auf die Autobahn. – Nach Schwaben vorrücken!	**Transitstrecke (1)** Bald wieder in Berlin. Gas geben! – 3 Felder vorrücken!
Bielefeld: Die Sonne scheint. Alle haben gute Laune. Und dann der Pudding. Hmmh! – 1 Feld vorrücken!	**Heidelberg:** Viele Amerikaner haben an dieser Universität studiert. – 1 Feld vorrücken!	**Transitstrecke (2):** Von Volkspolizei gestoppt wegen zu schnellen Fahrens.: – Zurück nach München!

Zu Hause

Aber zu Haus kann ich nur in Berlin sein

Numeriert die Zeilen in der richtigen Reihenfolge.

Strophe 1

— Aber zu Haus kann ich nur in Berlin sein,
— Die auf den sanften, grünen Hügeln muh'n.
— Das Alte Land und Hamburg mag ich gerne,
— Da ist das Leben, da wohnt der Bär.
— Denk' ich „zu Haus", fällt mir nur Berlin ein,
— Da bin ich glücklich, da fehlt mir nichts mehr.
— Ich mag das Allgäu und die bunten Kühe,
— Ich mag das Land, wo man sich Spätzle macht,
— Ich mag den Kohlenpott von Hamm bis Herne,
— Ich mag den Rhein trotz seiner trüben Brühe,
— Und ich mag Mainz, wenn es nicht grade singt und lacht!
— Und ich mag alle, die etwas dagegen tun.

Strophe 2

— Aber zu Haus kann ich nur in Berlin sein,
— Da ist das Leben, da wohnt der Bär.
— Da bin ich glücklich, da fehlt mir nichts mehr.
— Ich friere gern im Sommer in Scharbeutz,
— Denk' ich „zu Haus", fällt mir nur Berlin ein,
— Ich hab' 'nen Nagelknipser aus Solingen,
— Ich zeche gern im Ratskeller zu Bremen,
— Lass' mir im Schwarzwald den Blinddarm rausnehmen,
— Mein liebster Suppenwürfel kommt aus Singen,
— Mein Pudding kommt direkt aus Bielefeld,
— Und in Vechta kommt mein Frühstücksei zur Welt.
— Und ich stehe im Stau am Kamener Kreuz.

Strophe 3

— Denn zu Haus kann ich nur in Berlin sein,
— Dann spür' ich schon ein Kribbeln und ein Zieh'n,
— Dann schmunz' le ich bei der Gesichtskontrolle:
— Da ist das Leben, da wohnt der Bär.
— Denk' ich „zu Haus", fällt mir nur Berlin ein,
— Da bin ich glücklich, da fehlt mir nichts mehr.
— In Flensburg sitz' ich gern und prüf' den Rum.
— Ich liebe Kiel und all die kleinen Sprotten,
— Na gewiß doch, Herr Genosse, ich will nach Berlin!
— Nur, bleib' ich zu lang' fort, krieg' ich die Motten,
— Und dann hilft alles nix, dann kehr' ich einfach um.
— Und wenn ich auf der Transitstrecke rolle.

Strophe 4

— Dann muß da mindestens Berlin aufm Ortsschild steh'n!
— Desto mehr komm' ich dazu, einzuseh'n:
— Denn zu Haus kann ich nur in Berlin sein,
— Da ist das Leben, da wohnt der Bär.
— Denk' ich „zu Haus", fällt mir nur Berlin ein,
— Da bin ich glücklich, da fehlt mir nichts mehr.
— Je mehr ich durch die Weltgeschichte renne,
— Wenn ich wo einen Ort „Zuhause" nenne.

Arbeitsblatt 2

Zu Hause

Reinhard Mey, „Aber zu Haus kann ich nur in Berlin sein"—Was erfährt man aus diesem Lied über Deutschland? Setze ein:

Sprotten
Bär
Hügel
Spätzle
lacht
Nagelknipser
Rum
Kühe
Alte Land
Hühner
kalt
Kontrolle
im Stau
Kohlenpott
singt
Ratskeller
Pudding
verschmutzt
Suppenwürfel

1) Im Allgäu gibt es ____________ und ____________.

2) Das Wasser im Rhein ist ______________________.

3) Das ______________________ liegt bei Hamburg.

4) In Schwaben kann man ____________(=Nudeln) essen.

5) Die Region um Hamm und Herne heißt Ruhrgebiet oder ______________________

6) In Mainz ____________ und ____________ man beim Karneval.

7) Auf dem Berliner Wappen ist ein ________________.

Bremer Ratskeller

8) In Solingen werden ______________________ hergestellt.

9) In Bielefeld wird ______________________ hergestellt.

10) In Singen werden ______________________ hergestellt.

11) In Vechta gibt es viele ____________________.

12) Ein Restaurant in Bremen heißt ______________________.

13) In Scharbeutz an der Ostee ist es im Sommer manchmal ________________.

14) Am Kamener Kreuz steht man oft ______________________.

15) In Kiel kann man ______________________ (=Fische) essen.

16) In Flensburg kann man ____________ trinken.

17) Auf der Transitstrecke von der Bundesrepublik nach Berlin gibt es eine ______________ durch die Volkspolizei der DDR.

Lesson 7: Deutsche Familiennamen in Wisconsin

This activity can be part of a unit on German-Americans or an introduction to dictionary work.

OBJECTIVES: 1) hypothesizing about the origin of German surnames in Wisconsin, 2) working with a German-English dictionary

Level III

Culture When discussing the meaning of German family names, bear in mind that they may be derived from a number of sources/roots.

— First names (Albrecht, Johannsen)
— Occupations (Zimmerman, Schmidt)
— Tools, materials, and products typically associated with a trade (Armbrust = Armbrustschütze, Armbrustmacher; Hammer = Schmied; Quast = Bader, der mit dem Büschel die Badenden bearbeitete; Zwirn = Schneider; Brot = Bäcker)
— Places (Baumbach, Falkenstein, Tiefenthaler, Unterholzner)
— Physical and psychological characteristics (Dünnhaupt)

Here are three reference books on German names that may be helpful for teachers carrying out this activity.

Bahlow, Hans. *Deutsches Namenlexikon: Familien- und Vornamen nach Ursprung und Sinn erklärt.* München: Keysersche Verlagsbuchhandlung 1967.

Brechenmacher, Josef Karlmann. *Etymologisches Wörterbuch der Deutschen Familiennamen.* Zwei Bände. Zweite neubearbeitete Auflage. Limburg a.d. Lahn: C.A. Starke, 1957.

Gottschald, Max. *Deutsche Namenkunde: Unsere Familiennamen.* Fünfte verbesserte Auflage. Berlin, New York: Walter de Gruyter, 1982.

Materials Handout and worksheet provided with this lesson, German-English dictionaries. If there are not enough dictionaries for the whole class, have small groups or individual students do this lesson.

Vocabulary German family names and their meanings, to be learned as students work through this lesson

Overview/Priming

- Ask students to guess which state in the U.S. has the highest percentage of Americans of German extraction: **Was meint ihr, welcher Bundesstaat hat die meisten Amerikaner deutscher Abstammung?** Then pass out copies of the handout provided with this lesson and ask them to find the correct answer.

- Tell students: **Heute wollen wir herausfinden, was einige deutsche Familiennamen bedeuten.** Pass out copies of the worksheet provided with this lesson and suggest students look up the meaning of the first four names on it in a German-English dictionary. Check student answers and discuss any problems students have in using the dictionary.

Drill and Practice/Check

- Instruct students to complete the rest of the worksheet. This can be done on a competitive basis: **Wer ist am schnellsten fertig?** Ask students to read out their answers. Here are the meanings of German names on the worksheet.

Armbrust: crossbow
Baumbach: tree + creek
Christmann: Christ + man
Dünnhaupt: thin + head
Engel: angel
Falkenstein: falcon/hawk + stone
Graf: count, in former times head of a community
Hausmann: house + man
Imhoff: in + farm
Jung: young
Koenig: king
Lange: long
Mann: man
Neubauer: new + farmer
Osthoff: east + farm
Pastor: pastor
Quast: brush
Rabenhorst: raven + nest/aerie
Schwarz: black
Tiefenthaler: deep + valley + suffix -er denoting person
Unterholzner: undergrowth + n + suffix -er denoting person
Vetter: male cousin
Waldschmidt: wood + blacksmith
Zimmermann: carpenter

- Ask students: **Warum heißt die Familie Rabenhorst „Rabenhorst"? Warum heißt die Familie Armbrust „Armbrust"?** Write possible names derivations on the chalkboard or a transparency.

— **Vielleicht haben die Vorfahren der Familie Rabenhorst in der Nähe von einem Rabenhorst gewohnt.**
— **Vielleicht war ein Vorfahre der Familie Armbrust Armbrustschütze oder Armbrustmacher.**
— **Vielleicht** . . .
— **Vielleicht** . . .

- Invite students to speculate about the origin of two family names of their choice. Encourage creative and humorous "explanations." Help with words if necessary.

Suggestions for Further Development

- Suggest that students compile an alphabetical list of German surnames from the local phone book. Use these instructions: **Sucht deutsche Familiennamen aus dem Telefonbuch heraus (für jeden Buchstaben außer X und Y einen Namen). „Erklärt" einen Namen.** Be sure students know the meaning of common German names like Bauer, Holtz, Muller, Schneider, and Schultz. Note: **Der Schulze war früher der Gemeindevorsteher.**

- Have students read the entry on "Familiennamen" or "Personennamen" in a German encyclopedia, such as *Meyers Enzyklopädisches Lexikon* or the *Brockhaus Enzyklopädie*.

Suggested Test Item

Was bedeuten die folgenden Namen auf englisch?

a. **Baumgarten:**

b. **Hoffmann:**

c. **Rabe:**

d. **Thal:**

e. **Waldmann:**

f. **Zimmer:**

„Erkläre" zwei dieser Namen.

Handout

Deutsche Familiennamen in Wisconsin

German Ancestry by State: 1980 Census

State	Total State Population	Only German Ancestry	Percent of State Total	Part German Ancestry	Percent of State Total	Percent with German Ancestry
Alabama	3,893,888	98,120	3%	210,122	5%	8%
Alaska	401,851	32,424	8%	46,750	12%	20%
Arizona	2,718,215	200,760	8%	390,270	14%	22%
Arkansas	2,286,435	97,454	4%	204,106	9%	13%
California	23,667,902	1,208,053	5%	2,981,456	13%	18%
Colorado	2,889,964	309,991	11%	559,163	19%	30%
Connecticut	3,107,576	104,585	3%	303,060	10%	13%
Delaware	594,338	34,110	6%	79,033	13%	19%
Dist. of Columbia	638,333	10,470	2%	24,512	4%	6%
Florida	9,746,324	577,462	6%	1,038,746	11%	17%
Georgia	5,463,105	152,464	3%	338,805	6%	9%
Hawaii	964,691	22,181	2%	60,801	7%	9%
Idaho	943,935	90,268	10%	141,360	15%	25%
Illinois	11,426,518	1,135,212	10%	1,968,139	17%	27%
Indiana	5,490,224	739,223	14%	1,036,921	19%	33%
Iowa	2,913,808	599,421	21%	732,203	25%	46%
Kansas	2,363,679	356,453	15%	472,450	20%	35%
Louisiana	4,205,900	106,399	3%	339,291	8%	11%
Maine	1,124,660	20,064	2%	53,028	5%	7%
Maryland	4,216,975	366,884	9%	681,241	16%	25%
Massachusetts	5,737,037	95,257	2%	323,773	6%	8%
Michigan	9,262,078	773,043	8%	1,714,828	19%	27%
Minnesota	4,075,970	707,161	17%	1,060,609	26%	43%
Mississippi	2,520,638	50,384	2%	12,470	1%	3%
Missouri	4,916,686	633,291	13%	942,141	19%	32%
Montana	786,690	108,658	14%	147,256	19%	33%
Nebraska	1,569,825	352,873	22%	371,292	24%	46%
Nevada	800,493	54,292	7%	120,642	15%	22%
New Hampshire	920,610	20,150	2%	63,236	7%	9%
New Jersey	7,364,823	405,163	6%	967,805	13%	19%
New Mexico	1,302,894	61,532	5%	118,404	9%	14%
New York	17,558,072	898,453	5%	1,939,516	11%	16%
North Carolina	531,152	21,850	4%	41,076	8%	12%
North Dakota	652,717	170,007	26%	136,739	21%	47%
Ohio	10,797,630	1,430,735	13%	2,174,676	20%	33%
Oklahoma	3,075,290	178,615	6%	407,625	13%	19%
Oregon	2,633,105	243,080	9%	515,838	20%	29%
Pennsylvania	11,863,895	1,729,545	15%	2,134,927	18%	33%
Rhode Island	947,154	14,011	1%	48,424	5%	6%
South Carolina	3,121,820	119,642	4%	211,283	7%	11%
South Dakota	690,768	179,186	26%	144,293	21%	47%
Tennessee	4,591,120	164,074	4%	333,574	7%	11%
Texas	14,229,191	754,388	5%	1,414,559	10%	15%
Utah	1,461,037	55,251	4%	164,860	11%	15%
Vermont	511,456	57,160	11%	36,801	7%	18%
Virginia	5,346,818	292,166	5%	572,133	11%	16%
Washington	4,132,156	327,907	8%	777,625	19%	27%
West Virginia	1,949,644	138,664	7%	269,392	14%	21%
Wisconsin	4,705,767	1,111,413	24%	1,302,379	28%	52%
Wyoming	469,557	62,948	13%	75,170	16%	29%

Source: German-American Contacts Staff, United States Information Agency. *A Directory of German-American Resources and Organizations*, p. 5.

Arbeitsblatt

Deutsche Familiennamen in Wisconsin

Was bedeuten die folgenden Namen auf englisch? Benutze ein deutsch-englisches Wörterbuch.

Beispiel: Rabe n horst: Schlage nach „Rabe" und „Horst."

Deutscher Name	Englische Bedeutung
Armbrust	
Baum bach	
Christ mann	
Dünn haupt	
Engel	
Falke n stein	
Graf	
Haus mann	
Im hoff[1]	
Jung	
Koenig	
Lange	
Mann	
Neu	
Ost hoff[1]	
Pastor	
Quast	
Rabe n horst	
Schwarz	
Tief en thal er[2]	
Unterholz n er	
Vetter	
Wald schmidt	
X	
Y	
Zimmermann	

[1] Hoff = Hof

[2] Thal = Tal

Theme 5: Alltagssituationen

The lessons in this section deal with a variety of everyday situations, ranging from greeting friends to reading a German recipe and preparing a German dish. They are designed to help students learn the cultural differences between U.S. and German greetings that are deceptively similar, to describe the weather, and to read and listen to a German weather report. Students also can fill out a German check, find out how much it costs to send a letter from Germany to the United States, or read a railroad schedule and enquire about train departure times. Finally, students can try out four German recipes and exchange recipes with a partner class in Germany.

Lesson 1: Tag, wie geht's?

OBJECTIVES: 1) greeting acquaintances, 2) responding to greetings

Level	I
Grammar	Dative **mir**, **dir**, and **Ihnen** (in set phrases)
Culture	When greeting a friend or acquaintance, German people often use the informal **Tag** or **Morgen** instead of the more formal **Guten Tag** or **Guten Morgen**. An alternative, particularly common among the younger generation, is **Hallo**. The greeting will often be followed by a question like **Wie geht's dir/Ihnen**? or simply **Wie geht's**? Note that unlike the American "**How are you today?**" this is only used among acquaintances or friends. Thus, clerks in German stores would never ask customers **Wie geht's Ihnen**? unless they knew them well. It is customary to respond to **Wie geht's dir/Ihnen**? with a brief rejoinder like **Mir geht's gut**, **Danke, gut**, and so on and then to return the question by asking **Und dir/Ihnen**? If the answer indicates that the person is not feeling well—**Nicht so gut, Schlecht**—the normal reaction will be to follow up with a question like **Was ist denn**? Notice that use of the word **denn** expresses friendly interest. Students should be warned that in cases where a social hierarchy is in place, the higher-ranking person should ask the first **Wie geht's dir/Ihnen**? Thus, it would be inappropriate for an American exchange student to initiate a conversation with a German principal by asking **Wie geht es Ihnen**?
Materials	Handouts and worksheets provided with this lesson and a transparency of **Arbeitsblatt 1** with the correct answers filled in
Vocabulary	See **Handout 1**.

Overview/Priming

- Ask students in English how they greet people. Tell them they are going to learn how Germans greet friends and acquaintances.

- Introduce German names used in **Handout 2**. Point out the German pronunciations of **Judith** and **Michael**. Explain that **Jan** is a boy's name. Also explain that the suffix **-ke** is a diminutive. **Anke** is "little **Anna**"; **Frauke** is "little **Frau**."

- Present the first dialogue on **Handout 2**, referring to the midwestern expression "How goes it?" Explain that **Wie geht's**? is spoken German for **Wie geht es**? and that **Und dir**? is short for **Und wie geht es dir**? Have students read the first dialogue in pairs and/or in front of the class.

- Follow the same procedure—presentation/explanation/students reading aloud—for the next four dialogues. Illustrate **Ich bin müde** by yawning and **Ich habe Kopfschmerzen** by raising hands to head and making an appropriate facial expression. Point out that in dialogue 5 it is the higher-ranking person who asks the first **Wie geht's dir**? Explain the use of **Ihnen**.

- Ask students: **Wie kann man einen Freund auf deutsch begrüßen**? **Wie kann man antworten**? List questions and answers on the chalkboard or a transparency.

Wie geht's dir?	**Mir geht's gut.**
Wie geht's Ihnen?	**Es geht so.**
	Schlecht.
Was ist denn?	**Ich bin müde.**
	Ich habe Kopfschmerzen.

Drill and Practice/Check

- Have students write and then act out all five dialogues on **Arbeitsblatt 1**. During the check phase, use a transparency to make sure that the students see the correct answers.

Answer Key

1. **Jan:** Tag, Frauke. Wie geht's?
   Frauke: Es geht so. Und dir?
   Jan: Mir geht's gut.

2. **Anke:** Tag, Markus. Wie geht's?
   Markus: Es geht so. Und dir?
   Anke: Schlecht.
   Markus: Was ist denn?
   Anke: Ich bin müde.

3. **Silvia:** Tag, Daniel. Wie geht's?
   Daniel: Es geht so. Und dir?
   Silvia: Schlecht.
   Daniel: Was ist denn?
   Silvia: Ich habe Kopfschmerzen.

4. **Herr Schultze:** Tag, Judith. Wie geht's?
   Judith: Mir geht's gut. Und Ihnen?
   Herr Schultze: Es geht so.

5. **Lehrer:** Tag, Michael. Wie geht's?
   Michael: Mir geht's gut. Und Ihnen?
   Lehrer: Schlecht.
   Michael: Was ist denn?
   Lehrer: Ich habe Kopfschmerzen.

- Ask students to create and act out the dialogues assigned on **Arbeitsblatt 2**. Writing these also could be a homework assignment. One example, however, should be done in class as a model.

- Suggest that students choose partners and then practice greeting and asking each other how they are. Use these instructions: **Sucht euch einen Partner. Begrüßt euren Partner und fragt, wie es ihm geht.**

Suggestions for Further Development

- Teach additional rejoinders to the greeting **Tag, wie geht's**? Here are some examples.

—**Danke, (ziemlich/ganz/sehr) gut**.	Fine, thanks. (Pretty good/great!)
—**Nicht besonders**.	Not so good/well.
—**Nicht gut**.	Lousy!

Suggest that students find pictures that represent typical answers to the question **Wie geht's**? and have them make wall displays.

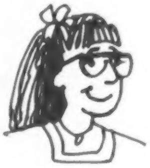
- Explain that the question **Wie geht's dir**? can also be used in personal letters. Young people will often start a letter to a friend like this.

Hallo ______________! (Lieber/Liebe __________!

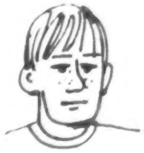
Wie geht's dir? Mir geht es gut. ________________________

Suggested Test Item

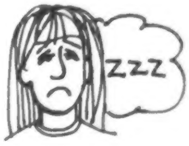
Die Personen



Anke



Björn



Nicole

Aufgabe

Mache drei Dialoge.

1. Anke begrüßt Björn.

2. Anke begrüßt Nicole.

3. Nicole begrüßt Björn.

Tag, wie geht's?

Words and Phrases for Active Use

Tag, ... Wie geht's dir?	Hi, . . . How (are) you doing?
Tag, Herr . . ., Wie geht es Ihnen?	Hello, Mr. _________. How are you today?
Mir geht's gut.	I'm fine!
Es geht so.	Oh, okay.
Schlecht.	Not so good.
Und dir?	How about you?
Und Ihnen?	
Was ist denn?	What's the problem?
Ich bin müde.	I'm (really) tired.
Ich habe Kopfschmerzen.	I've got a headache.

Handout 2

Tag, wie geht's?

1.

Frauke

Tag, Jan.
Wie geht's dir?

Jan

Mir geht's gut.
Und dir?

Frauke

Es geht so.

2.

Michael

Tag, Sabine.
Wie geht's dir?

Sabine

Es geht so.
Und dir?

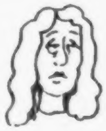
Michael

Mir geht's
gut.

3.

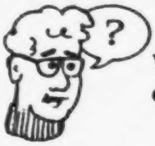
Markus

Tag, Anke.
Wie geht's dir?



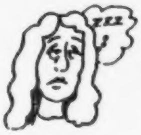
Anke

Schlecht.



Markus

Was ist
denn?



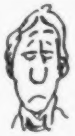
Anke

Ich bin
müde.

4.

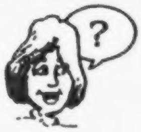
Judith

Tag, Jens.
Wie geht's dir?



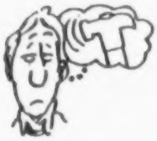
Jens

Schlecht.



Judith

Was ist denn?



Jens

Ich habe Kopfschmerzen.
Und wie geht's dir?

Judith

Mir geht's gut.

5.

Lehrerin

Tag, Daniel.
Wie geht's dir?

Daniel

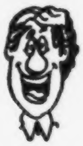
Es geht so.
Und Ihnen?

Lehrerin

Mir geht's gut.

Tag, wie geht's?

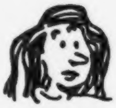
1.


Jan

______, Frauke.

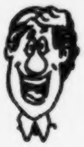
______

______?


Frauke

______

Und ______?

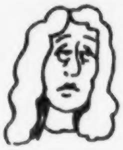

Jan

______

______

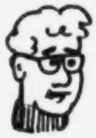
______.

2.


Anke

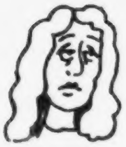
______, Markus.

______?


Markus

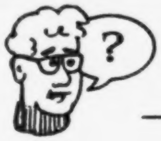
______.

Und ______?


Anke

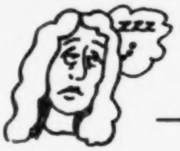
______

______


Markus

______

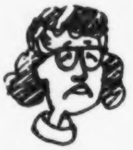
______?


Anke

______

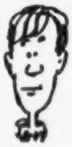
______ müde.

3.


Silvia

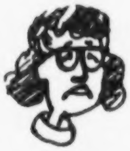
______, Daniel.

______?

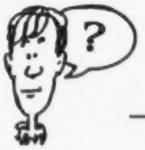

Daniel

______.

Und ______?

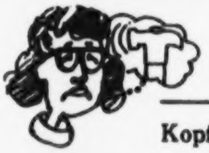

Silvia

______.


Daniel

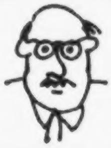
______

______?


Silvia

______ Kopfschmerzen.

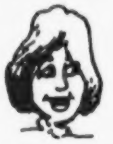
4.


Herr Schulze

______, Judith.

______

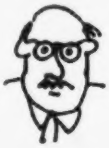
______?


Judith

______

______. Und ______

______?

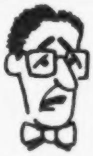

Herr Schulze

______

______

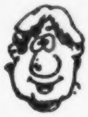
______.

5.


Lehrer

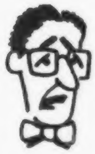
______, Michael.

______?

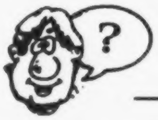

Michael

______.

Und ______?

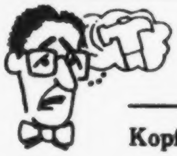

Lehrer

______.


Michael

______

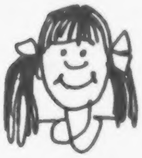
______?


Lehrer

______ Kopfschmerzen.

Tag, wie geht's?

Die Personen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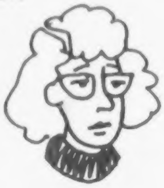
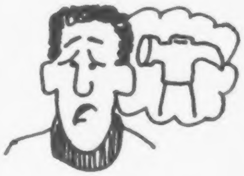
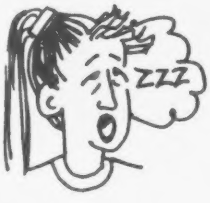
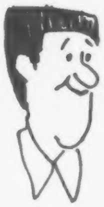
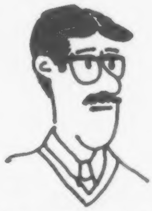

Stephanie


Sascha



Rita


Sven


Herr Schneider

Aufgabe

Macht fünf Dialoge (3 – 5 Sätze).

1. Kirsten begrüßt Stephanie.

2. Stephanie begrüßt Sascha.

3. Rita begrüßt Sven.

4. Herr Schneider begrüßt Stephanie.

5. Herr Schneider begrüßt Rita.

Lesson 2: Wie ist das Wetter?

OBJECTIVES: 1) describing seasonal weather, 2) writing a postcard from a vacation

Level I

Grammar Present tense

Culture

1. Celsius and Fahrenheit
2. Different perceptions of "hot" in Germany and the United States. Germany is located further north than the United States and is influenced by different climatic factors. Therefore, 30°C/86°F in July is unusually hot by German standards whereas, by American standards, it is only nice and warm. Younger students in Germany get **Hitzefrei**—released from school—if it gets too hot in their classrooms. These are regulations for dealing with **Hitzefrei** from one German state.

> Hitzefrei—Schüler im Sekundarbereich II erhalten kein Hitzefrei. Wenn im Einzelfall dem Schüler die Gefahr einer gesundheitlichen Schädigung droht, so ist er vom Unterricht zu befreien. Auf die bei hohen Temperaturen verminderte Leistungsfähigkeit ist Rücksicht zu nehmen.
>
> Den Schülern im Primarbereich und Sekundarbereich I darf Hitzefrei gegeben werden, wenn der Unterricht bei großer Wärme durch hohe Temperaturen in den Schulräumen beeinträchtigt wird. Hierüber entscheidet der Schulleiter nach Anhörung des Lehrerpersonalrates/Lehrerpersonalausschusses und der Schülervertretung. Beträgt die Raumtemperatur weniger als 25°C, so darf Hitzefrei nicht erteilt werden. Die Schülerbeförderung muß gewährleistet sein. (Erlaß des Niedersächsischen Kultusministers, 1. Juni 1982)

Wisconsin teacher Joseph M. Hesse, who taught for two years at the John F. Kennedy School in West Berlin, commented on **Hitzefrei** in his article "Teaching Time: A Comparsion of German and American School Schedules." He writes, "Living in a mild climate, Berliners are unaccustomed to the extreme cold of a Wisconsin winter and the extreme heat of a midwestern summer. There may be a few 'very warm' days in mid-summer, but almost never does the temperature get to what a Midwesterner would call 'hot.' Virtually no cars, houses, or buildings have air conditioning—it's simply not necessary to go to the expense. When it does get 'hot,' **Hitzefrei** is announced, and school is called off. But what is **Hitzefrei**? When the temperature reaches an intolerable 25 Celsius (76 Fahrenheit)!" (*The Voice of WAFLT*, 16.2 (Spring 1989), pp. 27f.)

For another comment on air conditioning, see the first culture note for "Lesson 1: Unser Klassenzimmer" under "Theme 3: Unsere Schule" in this section.

Materials Transparencies, worksheets, **Ansichtskarten**, and other materials provided with this lesson. For visuals depicting seasonal weather, see pages 8 and 9 in Walter Lohfert and Theo Scherling's *Wörter-Bilder-Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache*, (Berlin: Langenscheidt, 1983).

Vocabulary See **Handout 1**.

Activity 1: Warm-Up

- Review months and seasons.

- For help, see the suggestions for further development in the "Geburtstage" lesson provided under "Theme 2: Tage, Monate, Jahreszeiten."

Activity 1: Overview/Priming

- Tell students: **Am Ende der Stunde könnt ihr über das Wetter sprechen**.

- Introduce "weather" words and phrases. The following utterances can be introduced or practiced with handouts 2 through 7. Give students copies or project them as transparencies.

— **Schwein im Regen**: Es regnet. Es ist bewölkt. Es ist nicht trocken.
— **Kamel mit Sonnenbrille**: Die Sonne scheint. Es ist sonnig /(sehr) warm/heiß/trocken.
— **Schwein auf Eis**: Es ist Winter/(sehr) kalt/glatt.
— **Hund und Schneemann**: Es ist Winter. Es ist kalt. Es schneit.
— **Schwein im Wind**: Es ist bewölkt. Es ist windig.
— **Katze auf Fensterbrett**: Es ist bewölkt. Es regnet. Es ist nicht trocken. Es blitzt und donnert.

- Give students copies of **Handout 8** and ask them to verbalize the weather symbols shown. Below is the key for symbols one through 12. Be sure, when discussing symbol number 7, to explain that 30°C/86°F is unusually hot by German standards.

1. Die Sonne scheint./Es ist sonnig.
2. Es ist bewölkt.
3. Es ist (sehr) windig.
4. Es blitzt und donnert.
5. Es schneit.
6. Es ist warm.
7. Es ist sehr kalt.
8. Es ist trocken.
9. Es regnet.
10. Es ist glatt.
11. Es ist kalt.
12. Es ist sehr warm/heiß.

Activity 1: Drill and Practice/Check

- Prepare copies of **Arbeitsblatt 1** ahead of time for pair work. Because each student should see only the "A" or "B" half of the sheet, cut or fold copies in half along dotted line. When student pairs have decided which of them is "A" and which is "B," pass out the folded or cut sheets and tell students that neither member of the pair may look at his or her partner's sheet. Give students about five minutes to complete the entire worksheet.

- Move around the room to monitor students. Ask two or three pairs to do a few minidialogues in front of the whole class.

Activity 2: Overview/Priming

- Introduce **Gut, Es geht so, schlecht** as rejoinders to the question **Wie ist das Wetter?**

- One way to do this is to project **Arbeitsblatt 1** as a transparency and add an overlay transparency showing smiling, indifferent, and sad faces.

Activity 2: Drill and Practice/Check

- Ask students to choose partners and work in pairs using **Arbeitsblatt 1** again, this time adding **Gut, Es geht so,** and **Schlecht** as appropriate.

- Ask two or three pairs of students to do a few minidialogues from **Arbeitsblatt 1** in front of the whole class.

Activity 3: Overview/Priming/Drill and Practice/Check

- Present **Arbeitsblatt 2: Ansichtskarten** to students. Ask them to guess the meanings of words they do not know. Note that **Flugpost** is Austrian for airmail. Germans use **Luftpost**.

- Ask students to write the **Ansichtskarten** assigned on **Arbeitsblatt 2**. This can be done as a homework assignment. Correct student work.

Suggestions for Further Development

- Ask students to explain when their birthday is, what the weather is usually like, and what they often do at that time of year. Introduce the word **manchmal** (sometimes) if necessary. Here is a sample explanation: **Ich habe im Juni Geburtstag. Im Juni ist es warm, und manchmal regnet es. Ich gehe oft schwimmen**.

- To promote extended discourse, invite students to combine minidialogues from "Lesson 1: Tag, wie geht's?" and "Lesson 2: Wie ist das Wetter?" For example, tell them to write/act out a telephone conversation between John, who lives in Madison, and his German friend, Thomas, who is spending a vacation in Door County.
—John greets Thomas and asks him how he is. Thomas responds.
—John asks Thomas what the weather is like. Thomas explains.
—John asks Thomas what he is going to do on the weekend. Thomas explains.

- Teach the class the song "Viele Grüße aus Mexiko" from pages 59 to 62 of Uwe Kind's *Eine kleine Deutschmusik: Learning German through Familiar Tunes* (New York: Langenscheidt, 1983). The song is available on cassette.

- **Ask students to read authentic materials on "Die Hitzewelle vom Juli '83: München: 37,4°. Der heißeste Tag seit 202 Jahren." See page 86 of George Winkler and Margrit Meinel Diehl's *Kaleidoskop* (Orlando: Harcourt Brace Jovanovich, 1985).**

- Hand out copies of **Arbeitsblatt 3: Temperaturen: Celsius und Fahrenheit**. Ask students to complete both pages. Here are the answers to questions 8 and 9.

— 8. ca.-11°C, ca.-6°C, ca.21°C, ca.23°C.
— 9. 32°F, ca.28°F, ca.63°F, ca. 63°F.

For maps showing seasonal weather in Germany see Friedrich Bubner's *Transparente Landeskunde* (Bonn: Inter Nationes, 1986, #5).

- Teach additional "weather" expressions.

— **Es ist sehr schwül/schön warm/ziemlich kühl**. (It's very humid/nice and warm/ quite cool.)
— **Wieviel Grad habt ihr?** (How hot/cold is it?)
— **Wir haben 25 Grad im Schatten**. (It's ____ degrees in the shade.)
— **Wir haben 20 Grad unter Null**. (It's ____ degrees below zero.)
— **Wir haben über 30 Grad**. (It's in the upper 80s.)

- Present the **Wortbilder** for **Sonne** and **Schnee**, shown on **Handout 9**. Ask students to do **Wortbilder** for **Wind**, **Regen**, **Wolke**, and **Gewitter**.

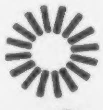
- After the past tense of **sein** and **haben** and the present perfect have been introduced, students can talk about the weather of the previous weekend or how the weather was during their vacation.

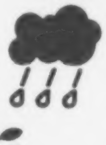
Wie war das Wetter?	**Es war schön/sehr schwül/kalt, . . .** **Wir hatten (nicht) viel Regen/Sonne/Schnee.** **Es hat viel geregnet.**

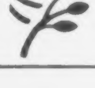
Suggested Test Items

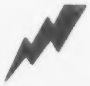
- Reproduce this key on a written test and ask students to complete statements using the information it provides.

Wie ist das Wetter?

a. München 

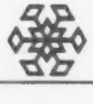
b. Hamburg 

c. Kiel 

d. Wien 

e. Rom **40°C**

f. Kopenhagen **12°C**

g. Fairbanks 

Bitte Sätze schreiben.

a. In München ______________________________

b. In Hamburg ______________________________

c. In Kiel ______________________________

d. In Wien ______________________________

e. In Rom ______________________________

f. In Kopenhagen ______________________________

g. In Fairbanks ______________________________

- **Du verbringst deine Sommerferien am Lake Superior. Schreibe eine Ansichtskarte an deinen deutschen Freund Sascha Möller, Häherstr. 15, 2800 Bremen. Schreibe über das Wetter.**

- Write out a telephone conversation between Mary, who lives in Superior, and her German friend, Angelika, who is spending a vacation in Miami.

—Mary greets Angelika and asks her how she is. Angelika responds.
—Mary asks Angelika what the weather is like. Angelika explains.
—Mary asks Angelika what she is going to do on the weekend. Angelika explains.

Handout 1

Wie ist das Wetter?

Words and Phrases for Active Use

Das Wetter (The Weather)

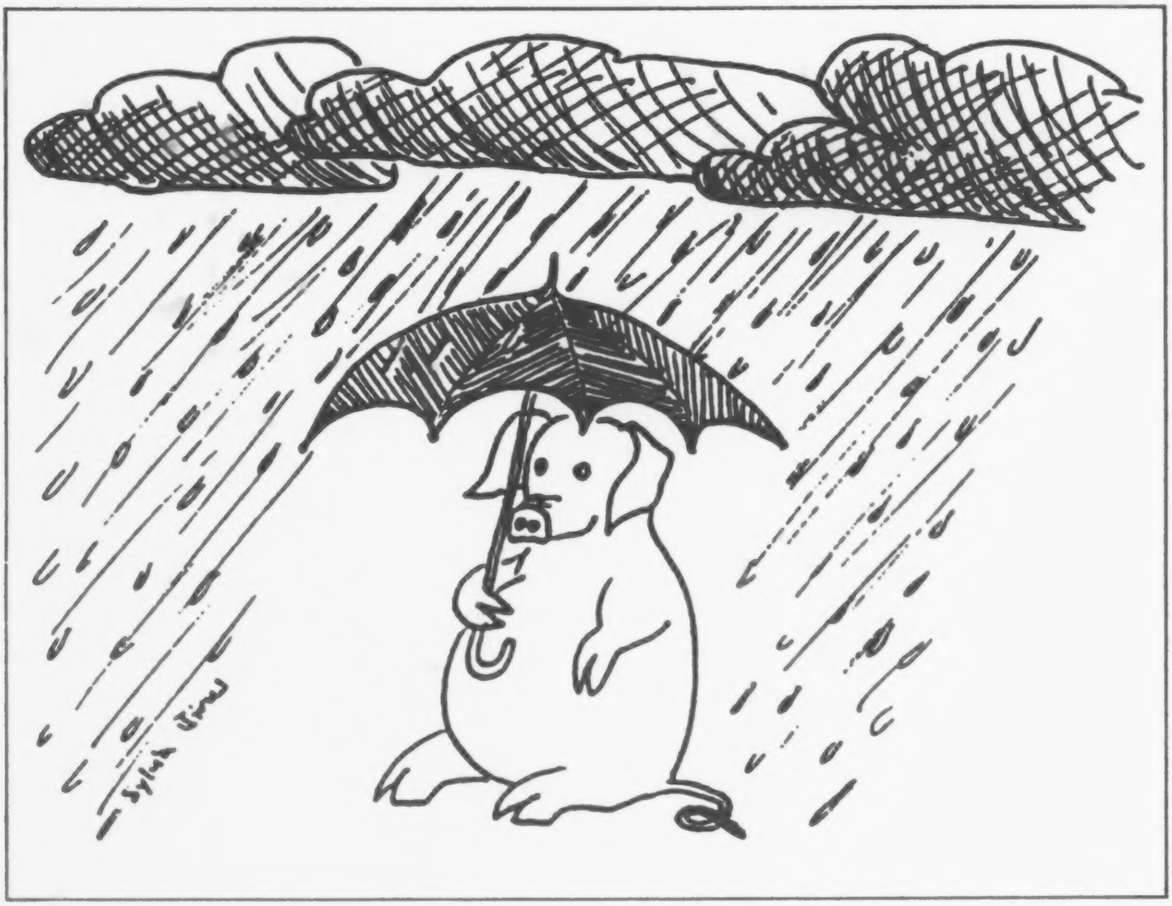
Wie ist das Wetter?	How's the weather?
Die Sonne scheint.	The sun is shining.
Es regnet.	It's raining.
Es schneit.	It's snowing.
Es ist glatt.	It's icy.
Es blitzt und donnert.	There's thunder and lightning.
Es ist (sehr) kalt.	It's (very) cold.
Es ist (sehr) warm.	It's (very) warm.
Es ist (sehr) heiß.	It's (very) hot.
Es ist sonnig.	It's sunny.
Es ist (sehr) trocken.	It's (very) dry.
Es ist (sehr) windig.	It's (very) windy.
Es ist bewölkt.	It's cloudy (overcast).

Die Jahreszeiten (The Seasons)

Im Frühling wird es warm.	In spring it gets warm.
Im Sommer ist es oft heiß.	In summer it is often hot.
Im Herbst ist es oft neblig.	In the fall it is often foggy.
Im Winter schneit es viel.	In winter it snows a lot.
Im Januar ist es kalt.	In January it's cold.

Wie ist das Wetter?

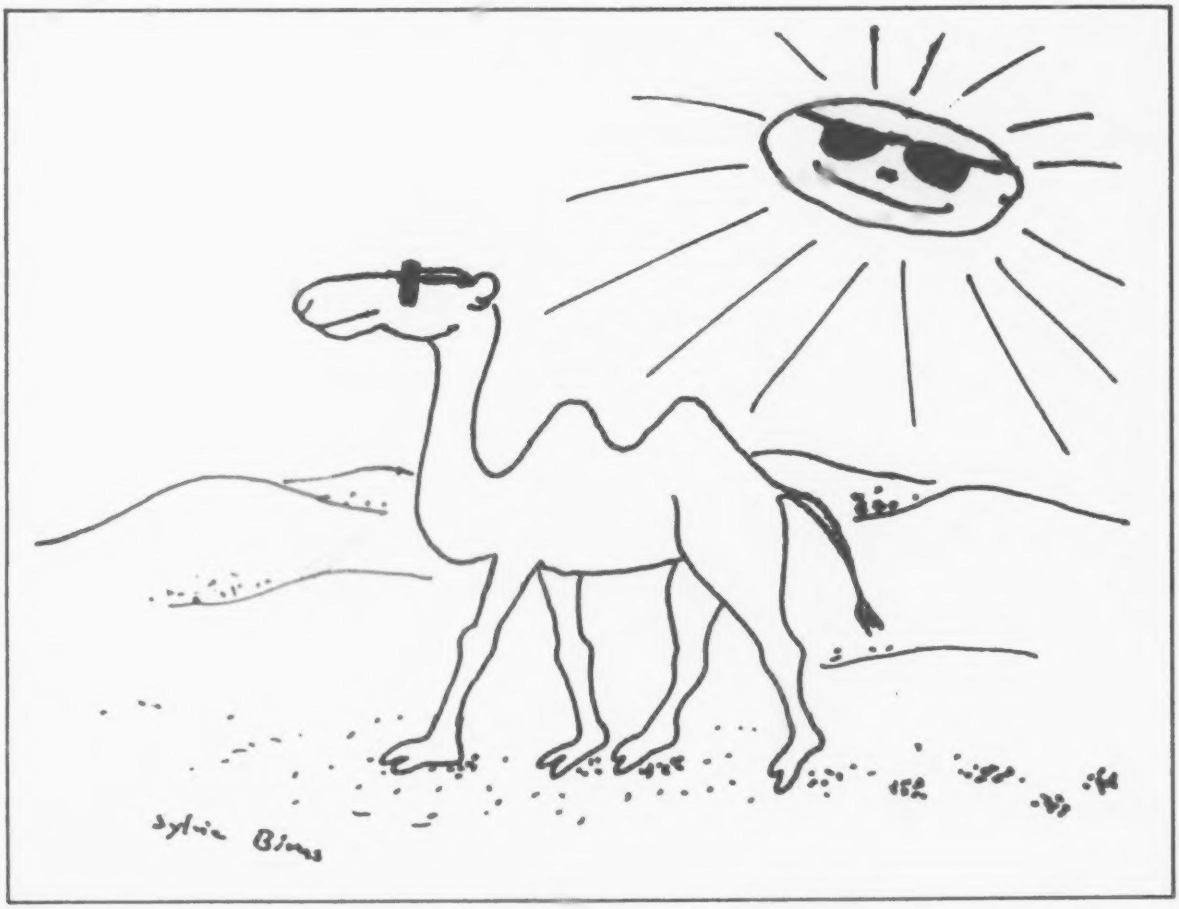
Schwein im Regen



Handout 3

Wie ist das Wetter?

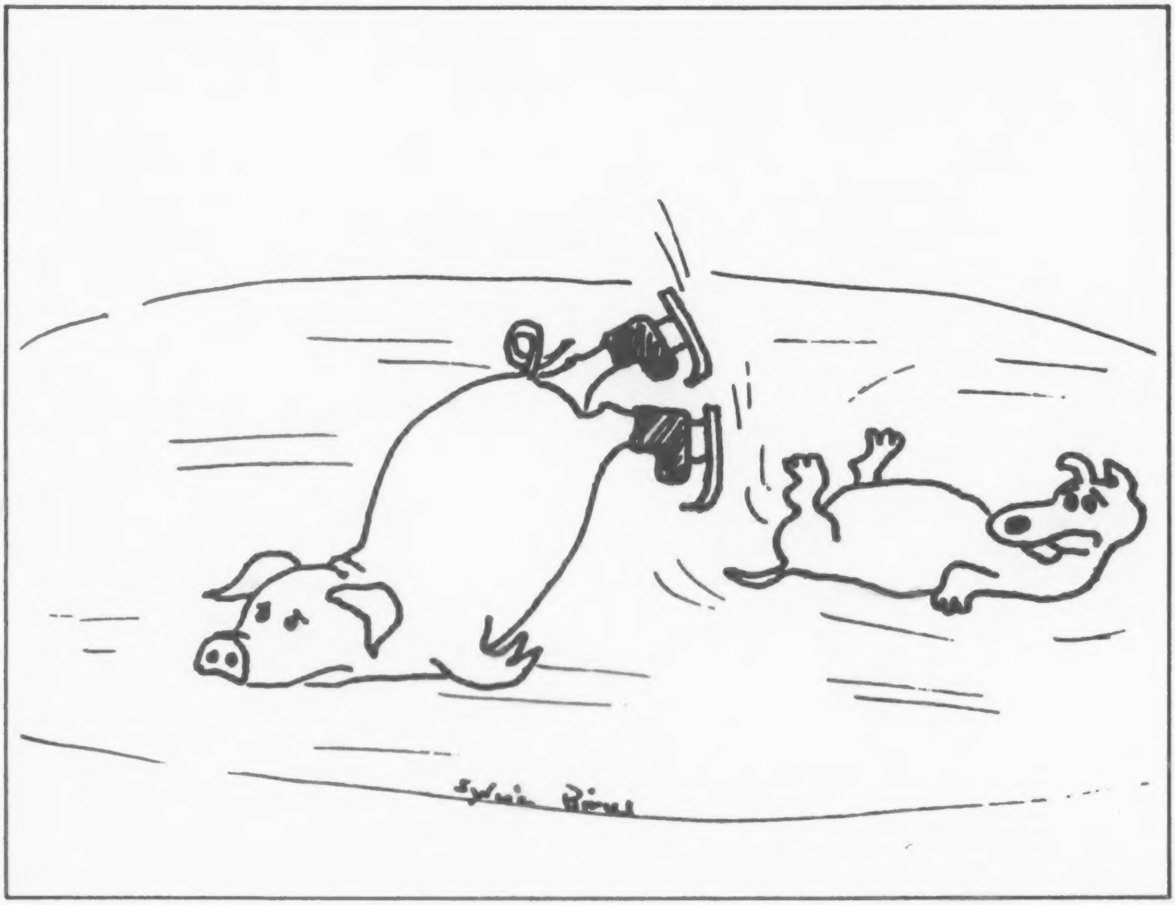
Kamel mit Sonnenbrille


Sylvia Binns

Handout 4

Wie ist das Wetter?

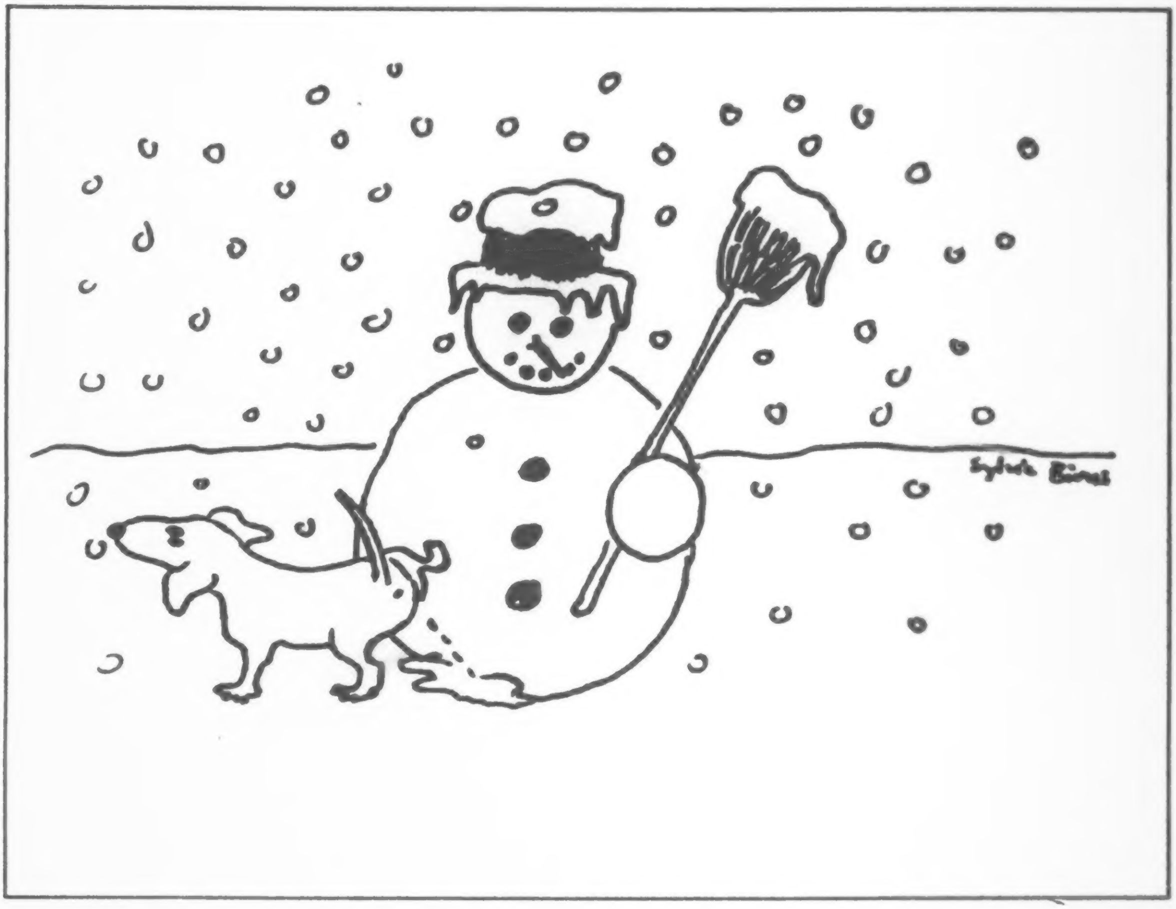
Schwein auf Eis



Handout 5

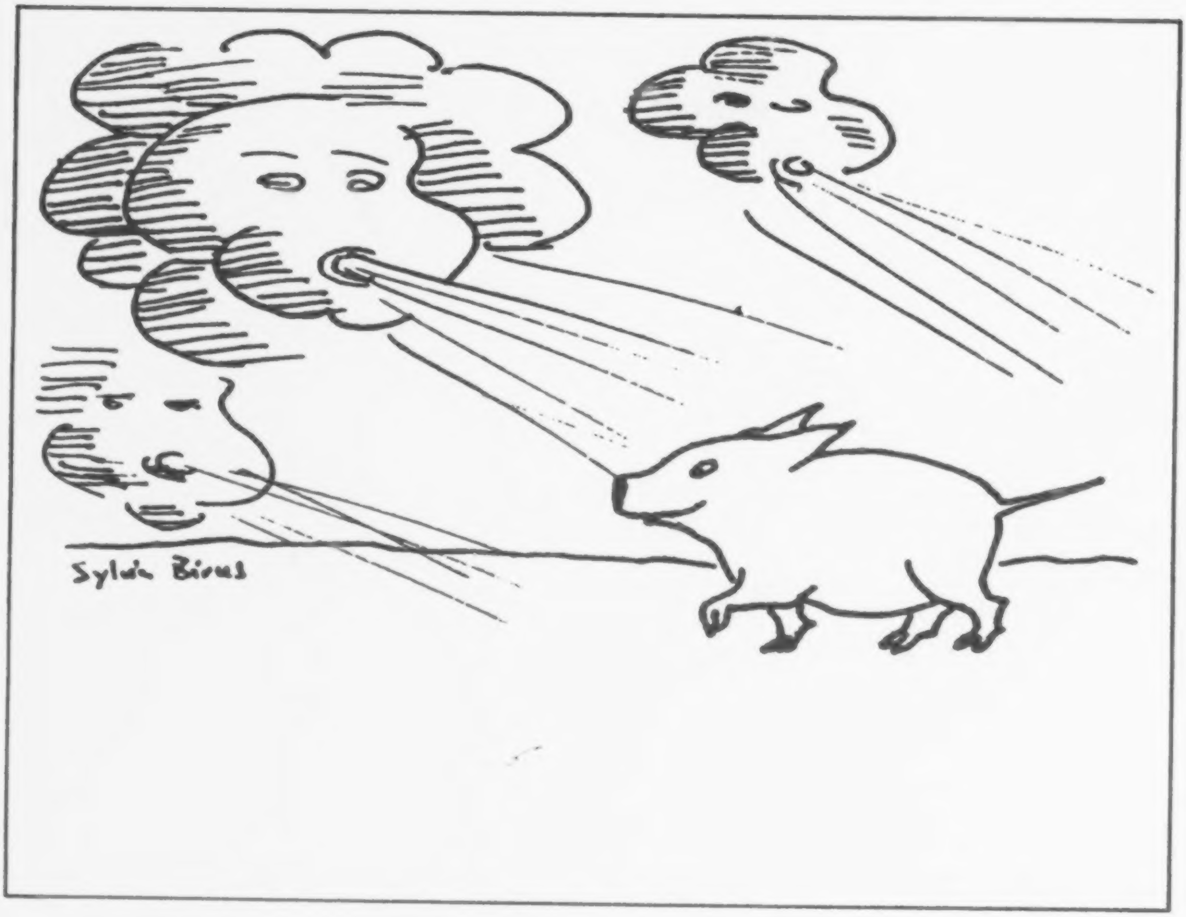
Wie ist das Wetter?

Hund und Schneemann



Wie ist das Wetter?

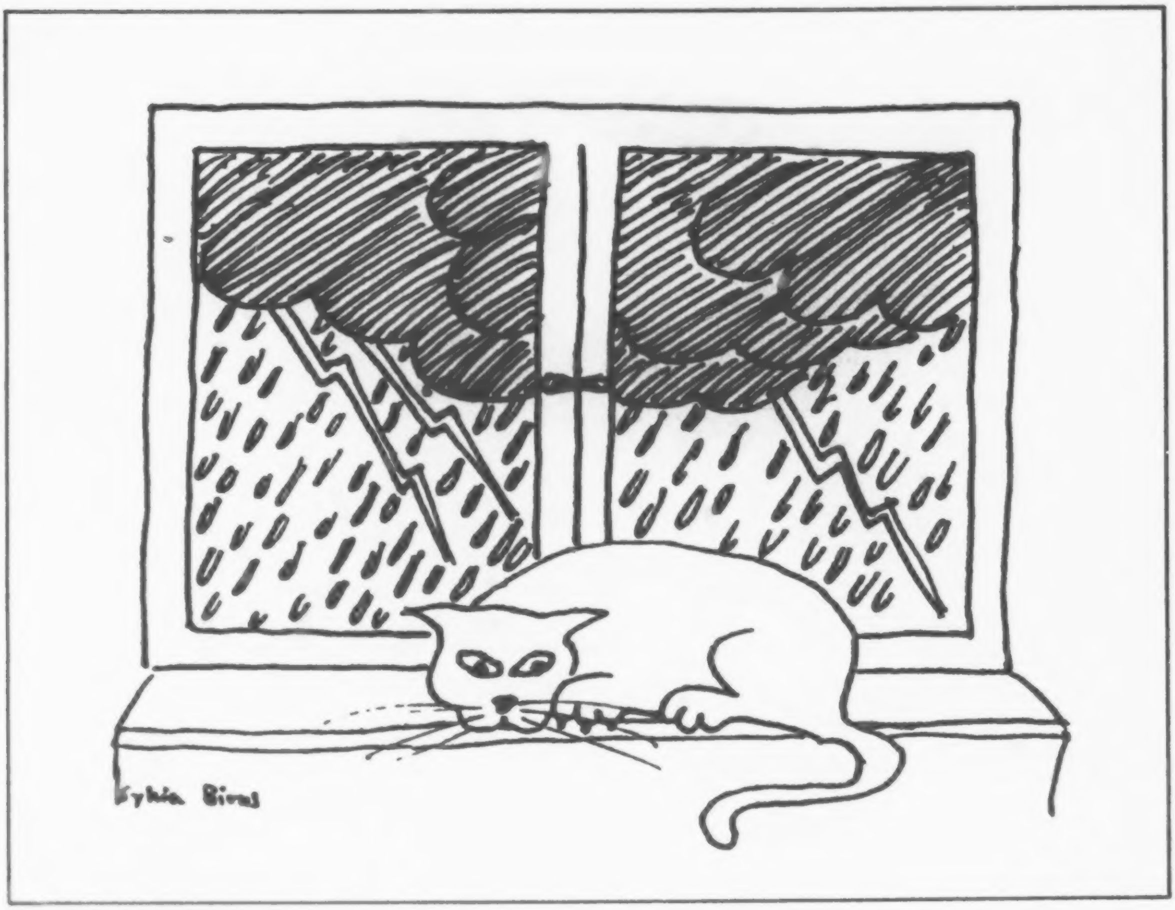
Schwein im Wind


Sylvia Birus

Handout 7

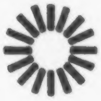
Wie ist das Wetter?

Katze auf Fensterbrett

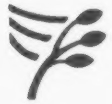


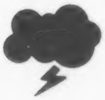
Wie ist das Wetter?

Wettersymbole

1.


2.

3.


4.


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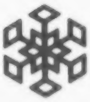

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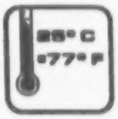

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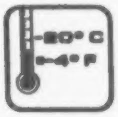

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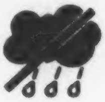

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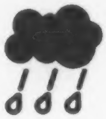
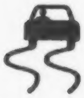
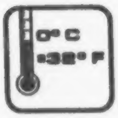
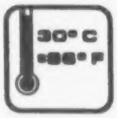


10.


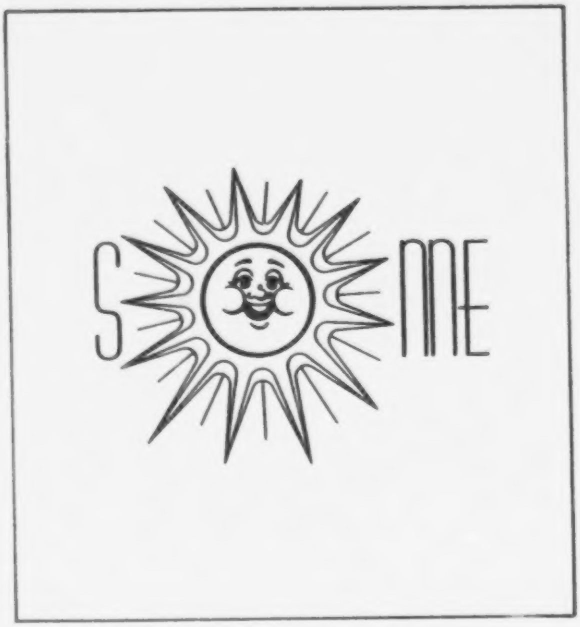
11.


12.


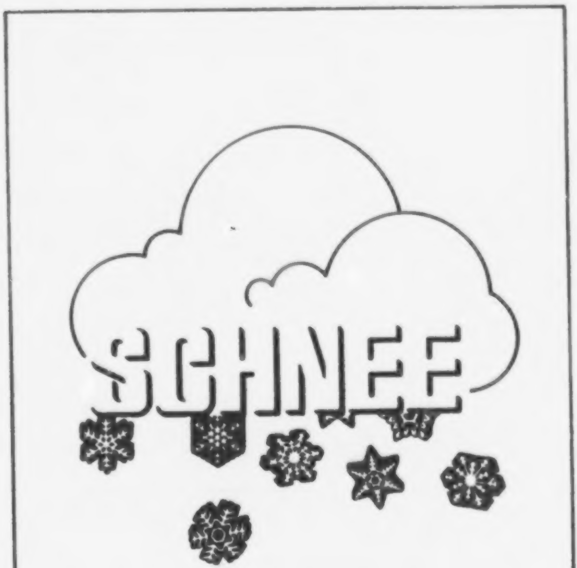
Wie ist das Wetter?

Wortbilder

Sonne



Schnee



Arbeitsblatt 1

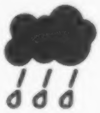
Wie ist das Wetter?

Schüler/Schülerin A

Take turns asking what the weather is like. Check your partner's answers against the correct ones given in parentheses.

Beispiel

A: ?
(Es regnet.)

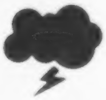
B: 

A: Wie ist das Wetter?
B: Es regnet.

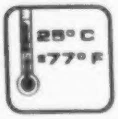
1. ?
(Die Sonne scheint. Or:
Es ist sonnig.)

2.

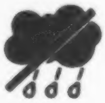
3. ?
(Es ist windig.)

4. 

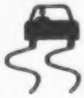
5. ?
(Es schneit.)

6. 

7. ?
(Es ist sehr kalt.)

8. 

9. ?
(Es regnet.)

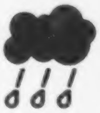
10. 

Schüler/Schülerin B

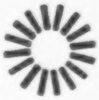
Take turns asking what the weather is like. Check your partner's answers against the correct ones given in parentheses.

Beispiel

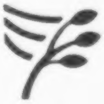
A: ?
(Es regnet.)

B: 

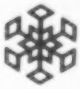
A: Wie ist das Wetter?
B: Es regnet.

1. 

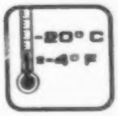
2. ?
(Es ist bewölkt.)

3. 

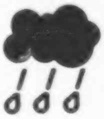
4. ?
(Es blitzt und donnert.)

5. 

6. ?
(Es ist warm.)

7. 

8. ?
(Es ist trocken.)

9. 

10. ?
(Es ist glatt.)

Arbeitsblatt 2

Wie ist das Wetter?

Ansichtskarten

Beispiele

6.6.90

Liebe Joan,

viele Grüße aus Wien. Hier ist es sehr heiß (33°C). Ich gehe oft schwimmen. Wir haben gerade ein Gewitter. Es blitzt und donnert.

Deine
Anke

Flugpost

Joan Miller
11 Coronado Ct.
Madison, WI 53705

USA

10.1.90

Lieber Jack,

viele Grüße aus München. Hier schneit es jetzt. Es ist sehr kalt. Ich gehe am Wochenende Ski laufen.

Dein
Daniel

Luftpost

Jack Smith
1142 Irish Circle
Sun Prairie, WI 53590

USA

Aufgabe

Schreibe eine Ansichtskarte an einen deutschen Freund/eine deutsche Freundin aus:

a. Washington (im Frühling) Adresse: Heike Müller, Große Straße 116, D-2848 Vechta
b. Anchorage (im Winter) Adresse: Hartmut Ostfalk, Wolferskaul 23, D-5100 Aachen
c. Santa Fe (im Sommer) Adresse: Silke Schulte, Mittelweg 22, D-2900 Oldenburg

Wie ist das Wetter?

Temperaturen: Fahrenheit und Celsius

1. Du liest in einem Schwimmbad:
Wassertemperatur: 25°C

Ist das
☐ heiß?
☐ schön warm?
☐ kalt?

2. Bei welchen Lufttemperaturen gehst du ins Freibad schwimmen?

☐ bei [illegible]
☐ bei 1[illegible]
☐ bei 25°C?

3. Du hörst in einem Wetterbericht, daß es morgen 30°C wird. Was ziehst du an?

☐ einen Pullover?
☐ einen Pullover und einen Mantel?
☐ eine Bluse/ein Hemd?

4. In der Wohnung deines deutschen Freundes sind 13°C. Was muß dein Freund tun?

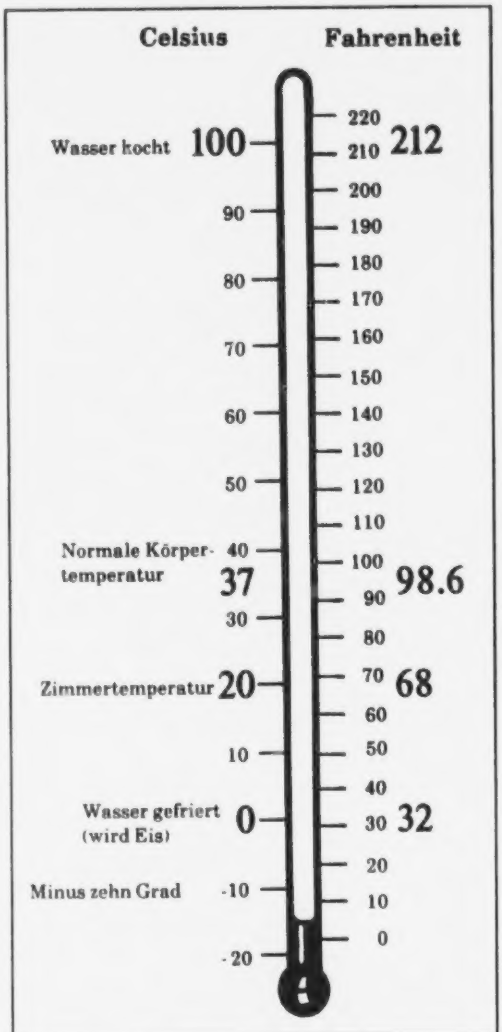
☐ nichts?
☐ das Fenster aufmachen?
☐ mehr heizen?

5. Du willst in der Badewanne baden. Sind 80°C

☐ zu heiß?
☐ gerade richtig?
☐ zu kalt?

6. Ein Vater will sein Baby baden. Das Badewasser ist 41°C. Ist dies

☐ zu heiß?
☐ gerade richtig?
☐ zu kalt?


Celsius
Fahrenheit
Wasser kocht 100
212
90
80
70
60
50
Normale Körpertemperatur 37
40
98.6
30
Zimmertemperatur 20
68
10
Wasser gefriert (wird Eis) 0
32
Minus zehn Grad -10
-20
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0

$C° = (F°-32) \times \frac{5}{9}$ Ungefähr: $\frac{1}{2}$ (F°-32)

$F° = (C° \times \frac{9}{5}) + 32$ Ungefähr: (C° x 2) + 32)

7. **Karsten mißt Fieber. Er hat 38,9. Ist er**

   ☐ **gesund?**
   ☐ **krank?**

8. **Eine deutsche Freundin fragt dich nach dem Wetter in Wisconsin. Du liest in einem Atlas:**

Wisconsin

Average	January temperatures	(F°)
	North	12°
	South	22°
Average	July temperatures	(F°)
	North	69°
	South	73°

Wie kalt ist es im Durchschnitt im Januar
im Norden von Wisconsin? ______°C
im Süden von Wisconsin? ______°C

Wie warm ist es im Durchschnitt im Juli
im Norden von Wisconsin? ______°C
im Süden von Wisconsin? ______°C

9. Du willst wissen, wie das Wetter in der Bundesrepublik Deutschland ist. Du liest:

Bundesrepublik Deutschland

Durchschnittstemperaturen im Januar	(C°)
im Norden	0°
im Süden	-2,4°
Durchschnittstemperaturen im Juli	(C°)
im Norden	17°
im Süden	17,2°

Wie kalt ist es im Durchschnitt im Januar
in Norddeutschland? ______°F
in Süddeutschland? ______°F

Wie warm ist es im Durchschnitt im Juli
in Norddeutschland? ______°F
in Süddeutschland? ______°F

KIEL
ROSTOCK
NEUBRANDENBURG
BREMEN
HAMBURG
SCHWERIN
BERLIN (West)
BERLIN (Ost)
HANNOVER
POTSDAM
FRANKFURT/ODER
MAGDEBURG
DÜSSELDORF
HALLE
COTTBUS
BONN
ERFURT
LEIPZIG
DRESDEN
GERA
SUHL
KARL-MARX-STADT
WIESBADEN
MAINZ
SAARBRÜCKEN
STUTTGART
MÜNCHEN

Lesson 3: Wie soll das Wetter am Samstag werden?

***OBJECTIVES:** extracting information about precipitation and temperatures from a weather forecast*

Level	III/IV
Prerequisites	Basic weather expressions learned in "Lesson 2: Wie is das Wetter?"
Grammar	Use of **sollen** to make weather predictions
Culture	See notes on weather and climate in the "Jahreszeiten" lesson under "Theme 2: Tage, Monate, Jahreszeiten" and in "Lesson 2: Wie ist das Wetter?" in this section
Materials	Worksheets provided with this lesson, German topographical map showing the location of Erlangen—north of Nürnberg in Franconia
Vocabulary	See **Handout 1**.

Activity 1: Warm-Up/Overview/Priming

- Review weather expressions from "Lesson 2: Wie ist das Wetter?"

- Write on the chalkboard: **Wie soll das Wetter am Samstag werden?** Tell students: **Heute wollen wir Wetterberichte lesen and hören. Am Ende der Stunde könnt ihr sagen, wie das Wetter am Samstag werden soll.**

- For the first reading comprehension exercise, pass out copies of **Arbeitsblatt 1**, which includes **Wetterbericht 1**. Explain to students: **Ihr seid in Erlangen** (show on map). **Ihr wollt am Samstag nachmittag einen Ausflug machen. Was sagt der Wetterbericht? Soll es Regen geben? Soll es warm oder kalt werden?**

  Discuss with students where to look for the relevant information in the weather report. Have them read "Vorhersage für Nordbayern bis Sonntag früh" silently and ask them to fill out the chart for **Wetterbericht 1**. Check their answers. An alternative would be to play the role of **Radioansager** and read **Vorhersage** out to the class.

Drill and Practice/Check

- For the second reading comprehension exercise, hand out copies of **Arbeitsblatt 2**, which presents **Wetterbericht 2**. Ask students to fill them out. Check answers.

- Make copies of **Arbeitsblatt 3** and pass them out to the class. As a listening comprehension exercise, read out **Wetterbericht 3**, provided on the next page, and ask students to fill out the chart for **Wetterbericht 3** on the worksheet. Check answers. The answer key for all three worksheets is provided after **Wetterbericht 3**.

Wetterbericht 3

Vorhersage des deutschen Wetterdienstes
Umstellung: Merklicher Temperaturrückgang

Wetterlage: Die Ausläufer eines über die Nordsee nach Skandinavien ziehenden Tiefs überqueren Nordbayern ostwärts. Auf ihrer Rückseite folgt heute und an den nächsten Tagen merklich kühlere Meeresluft. Damit erfolgt eine grundlegende Umstellung der Wetterlage.

Vorhersage für Nordbayern bis Sonntag früh: Wechsel zwischen Auflockerungen und starker Bewölkung mit einzelnen Schauern. Tageshöchstwerte 17 bis 21, in den Kammlagen der Mittelgebirge um 14 Grad. Nächtliche Tiefstwerte 13 bis 9 Grad. Schwacher bis mäßiger Wind aus südwestlichen Richtungen.

Weitere Aussichten für Sonntag und Montag: Bei wechselnder Bewölkung gelegentlich Schauer, am Sonntag auch Gewitter. Kühl.

Answer Key for All Three Forecasts

	Wetterbericht		
Am Samstag nachmittag soll es . . .	**1**	**2**	**3**
. . . schön werden.		X	
. . .Regen geben.	X		X
. . . Schnee geben.	X		
. . . ein Gewitter geben.			
. . . Nebel geben			
. . . über 30 Grad werden.			
. . . zwischen 20 und 25 Grad werden.		X	
. . . zwischen 17 und 21 Grad werden.			X
. . . ziemlich kalt werden.	X		

- Ask students to make their own weather predictions based on authentic weather forecasts from a United States newspaper, for example, **Am Montag soll es regnen. Am Dienstag soll es schön werden. Am Mittwoch soll es ein Gewitter geben**.

Suggestions for Further Development

- Have students listen to authentic weather forecasts. Recordings of authentic forecasts are available from the WAFLT Materials Center, University of Wisconsin-Stevens Point, Stevens Point, WI 54481.

- Students can create dialogues about the weather during the weekends covered in **Wetterberichte 1, 2,** and **3.** Give these instructions: **Du verbringst deine Ferien in Erlangen. Am Montag ruft dich deine deutsche Freundin Silke aus Hamburg an. Sie begrüßt dich und fragt, wie das Wetter am Wochenende war**.

- Suggest that students plan activities for a weekend. Here are sample instructions. **Es ist Samstag morgen. Du bist bei deinem Freund Klaus in Erlangen zu Besuch. Ihr überlegt, was ihr am Samstag und Sonntag machen könnt. Wollt ihr eine Wanderung machen? eine Radtour machen? Tennis spielen? Fußball spielen? usw. Lest den Wetterbericht und macht Pläne**. Give students some useful expressions—**Nützliche Ausdrücke**—to use as they make their plans.

—Was sollen wir heute nachmittag machen?
—Was sagt denn der Wetterbericht?
—Hast du Lust, eine Wanderung zu machen?
—Sollen wir eine Radtour machen?
—Willst du Tennis spielen?

Suggested Test Items

- Reprint the following **Wetterbericht** on a test, and ask the questions suggested.

Vorhersage des deutschen Wetterdienstes

Veränderlich

Wieder steigende Temperaturen

Wetterlage: Süddeutschland gelangt ab heute in den Zustrom von wärmeren Luftmassen aus Südwesten.

Eine anfangs noch gebietsweise wetterbestimmende Störung zieht im Tagesverlauf ostwärts ab. In der Nacht und am Sonntag setzt sich Hochdruckeinfluß durch.

Vorhersage für Nordbayern bis Sonntag früh: Anfangs meist bedeckt und noch gebietsweise leichter Regen. Im Tagesverlauf von Westen her nachlassend und zögernde Wolkenauflockerungen. Erwärmung auf 16 bis 20, in den Kammlagen der Mittelgebirge bis 13 Grad. Abends und nachts weiterer Wolkenrückgang und allgemein trocken. Tiefstwerte um 12 Grad.

Weitere Aussichten für Sonntag und Montag: Am Sonntag heiter bis wolkig und trocken. Dabei sommerlich warm. Am Montag veränderlich mit Schauern und Gewitter. Sinkende Temperaturen.

Meßwerte Flughafen Nürnberg vom 25. bis 26. August 19 Uhr: Höchste Temperatur: 16 Grad; tiefste Temperatur: 10,5 Grad; relative Luftfeuchte, gestern, 13 Uhr: 56 Prozent; 24 stündiger Niederschlag: 2,6 l/m^2; höchste Windgeschwindigkeit: 40 km/h; Luftdruck gestern, 19 Uhr, über Ort: 733,0 mm = 977,3 hPa; über NN: 760,4 mm = 1013,8 hPa; Sonnenaufgang heute: 6.24 Uhr; Sonnenuntergang: 20.10 Uhr.

Das Wetter in Europa von gestern, 13 Uhr: Nürnberg: bewölkt, 15 Grad; München: bewölkt, 15; Hamburg: bewölkt, 15; Frankfurt: bewölkt, 17; Bonn: wolkig, 18; Berlin: Regen, 14; Leipzig: Regenschauer, 12; Stuttgart: bewölkt, 14; Freiburg: bedeckt, 15; Garmisch: bewölkt, 15; Kempten: bedeckt, 13; Salzburg: bewölkt, 15; Innsbruck: wolkig, 16; Wien: heiter, 19; Zürich: stark bewölkt, 13; Bozen: wolkig, 17; Mailand: heiter, 22; Rom: heiter, 26; Paris: Sprühregen, 15; Nizza: heiter, 25; London: bedeckt, 17; Barcelona; heiter, 26; Las Palmas: heiter, 25; Athen: heiter, 30; Moskau: heiter, 25 Grad.

Erlanger Nachrichten/Erlanger Tagblatt, Samstag/Sonntag, 27./28. August.

Wann ist das Wetter am besten für einen Ausflug? Kreuze an:
—am Samstag ☐
—am Sonntag ☐
—am Montag ☐

- **Du verbringst deine Ferien in Erlangen. Am Montag, den 29. August, ruft dich deine deutsche Freundin Christine aus Köln an. Sie begrüßt dich und fragt, wie das Wetter am Wochenende war. Du antwortest. Schreibe einen Dialog.**

Christine: ____

Du: ____

Christine: ____

Du: ____

____

____

____

____

____

____

Christine: **Entschuldige. Meine Mutter will, daß ich zum Abendessen komme. Ich rufe nachher noch einmal an. Bis gleich.**

Du: ____

Wie soll das Wetter am Samstag werden?

Words and Phrases to Recognize

der Wetterbericht	weather report
bewölkt	cloudy, overcast
wolkig mit zunehmenden Aufheiterungen	cloudy and clearing
auflockernde Bewölkung	partial clearing
Niederschläge	precipitation
einzelne Regenfälle mit Schnee vermischt	occasional rain mixed with snow
einzelne Schauer	scattered showers
nachlassend	gradually decreasing
Tageshöchsttemperaturen, Höchstwerte	high temperatures
Tiefsttemperaturen, Tiefstwerte	low temperatures
unbeständig	changeable
stellenweise Nebel	foggy in places
gewittrig	stormy, with thunder and lightning

Words and Phrases to Use

Wie soll das Wetter am Samstag werden?	What's the weather supposed to be like on Saturday?
Am Samstag soll es	On Saturday we're supposed to have
... schön werden	... fair weather
... Regen/ein Gewitter/Nebel/Schnee geben	... rain/a storm/fog/snow
... über 30/zwischen 20-25 Grad/ziemlich kalt werden	... temperatures in the upper 80s/temperatures in the 70s/rather cold weather

Arbeitsblatt 1

Wie soll das Wetter am Samstag werden?

Wetterbericht 1

Vorhersage des deutschen Wetterdienstes

Unbeständig

Weitere Niederschläge

Wetterlage: Über der Nordsee liegt der Schwerpunkt eines kräftigen Sturmtiefs. An seiner Südseite wandern vom Atlantik Störungen in rascher Folge über Mitteleuropa nach Osten. Mit ihnen gelangt frische Meeresluft polaren Ursprungs nach Bayern.

Vorhersage für Nordbayern bis Sonntag früh: Gelegentlich auflockernde, sonst starke Bewölkung und einzelne Regenfälle, oberhalb von 400 m mit Schnee vermischt. Tageshöchsttemperaturen um 5 Grad, auf den Bergen leichter Dauerfrost, Tiefsttemperatur in der kommenden Nacht bei 2 Grad. Zeitweise lebhafte westliche Winde.

Weitere Aussichten für Sonntag und Montag: Unbeständig, weitere Niederschläge, naßkalt.

Meßwerte Flughafen Nürnberg vom 24.bis 25. März, 19 Uhr: Höchste Temperatur: 8,3 Grad; tiefste Temperatur: 3,2 Grad; relative Luftfeuchte gestern, 13 Uhr: 92 Prozent; 24 stündiger Niederschlag: 23,4 l/m^2; höchste Windgeschwindigkeit: 75 km/h Luftdruck gestern, 19 Uhr, über Ort: 723,5 mm—964,5 hPa; über NN: 751,3 mm—1001,7 hPa; Sonnenaufgang heute: 6.05 Uhr; Sonnenuntergang: 18.38 Uhr.

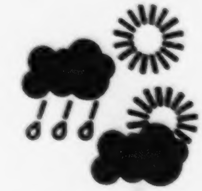
Das Wetter in Europa von gestern, 13 Uhr: Nürnberg: Regen, 3 Grad; München: stark bewölkt, 5; Hamburg: wolkig, 6; Frankfurt: stark bewölkt, 6; Bonn: stark bewölkt, 7; Berlin: wolkig, 9; Leipzig: bedeckt, 9; Stuttgart: Regen, 10; Freiburg: Regen, 11; Garmisch: Regen, 4; Kempten: stark bewölkt, 8; Salzburg: Regen, 5; Innsbruck: Regen, 3; Wien: stark bewölkt, 11; Zürich: stark bewölkt, 11; Bozen, wolkig, 11; Mailand: heiter, 14; Rom: wolkig, 16; Paris: Regenschauer, 10; Nizza: heiter, 17; London: wolkig, 10; Barcelona: heiter, 23; Las Palmas: heiter, 25; Athen: wolkig, 15; Moskau: bedeckt, 2 Grad.

Erlanger Nachrichten/Erlanger Tagblatt, Samstag/Sonntag, 26./27. März.

Aufgabe

Kreuze an:

Am Samstag nachmittag soll es ...	Wetterbericht 1
... schön werden.	
... Regen geben.	
... Schnee geben.	
... ein Gewitter geben.	
... Nebel geben.	
... über 30 Grad werden.	
... zwischen 20 und 25 Grad werden.	
... zwischen 17 und 21 Grad werden.	
... ziemlich kalt werden.	



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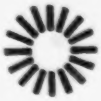
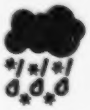
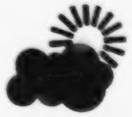


sonnig heiter

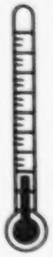


Regen mit Schnee vermischt

wolkig/bedeckt/ bewölkt/die Bewölkung



wolkig mit Aufheiterungen



25°C Tageshöchsttemperaturen/ Höchstwerte

8°C Tiefsttemperaturen/ Tiefstwerte

Wie soll das Wetter am Samstag werden?

Wetterbericht 2

Vorhersage des deutschen Wetterdienstes

Wetterbesserung

Kühlere Meeresluft

Wetterlage: Ein Tief verlagert sich von der Nordsee nach Finnland. Hinter seiner Kaltfront fließt mit nordwestlicher Strömung frische Meeresluft nach Nordbayern. Ein Hoch über Frankreich wandert im Tagesverlauf nach Deutschland und bewirkt eine rasche Wetterbesserung.

Vorhersage für Nordbayern bis Sonntag früh: Anfangs besonders nach Osten hin vielfach stark bewölkt, im übrigen wolkig mit zunehmenden Aufheiterungen und trocken. Tageshöchsttemperaturen 21 bis 25 Grad, in den Mittelgebirgen um 16 Grad. In der Nacht meist klar, später stellenweise Nebel, Tiefstwerte 8 bis 12 Grad. Tagsüber zeitweise auflebender Wind aus West bis Nordwest.

Weitere Aussichten für Sonntag und Montag: Am Sonntag sonnig und sehr warm, am Montag zunehmend schwül und gewittrig.

Meßwerte Flughafen Nürnberg vom 11. bis 12. August, 19 Uhr: Höchste Temperatur: 28,3 Grad; tiefste Temperatur: 17,2 Grad; relative Luftfeuchte gestern, 14 Uhr; 96 Prozent; 24 stündiger Niederschlag: 23 l/m²; höchste Windgeschwindigkeit: 76 km/h; Luftdruck gestern, 19 Uhr, über Ort: 732,4 mm—976,4 hPa; über NN: 766,2 mm = 1011,6 hPa; Sonnenaufgang heute: 6.04 Uhr; Sonnenuntergang: 20.37 Uhr.

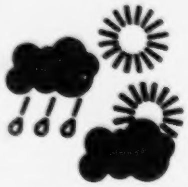
Wettermeldungen aus Europa von gestern, 13 Uhr: Nürnberg: heiter, 28 Grad; München: wolkig, 22; Hamburg: wolkig, 22; Frankfurt: heiter, 27; Bonn: heiter, 27; Berlin: heiter, 25; Leipzig: heiter, 27; Stuttgart: stark bewölkt, 18; Freiburg: stark bewölkt, 21; Garmisch: wolkig, 24; Kempten: heiter, 25; Salzburg: heiter, 27; Innsbruck: wolkig, 23; Wien: heiter, 28; Zürich: heiter, 25; Bozen, wolkig, 24; Mailand: heiter, 29; Rom: heiter, 27; Paris: heiter, 23; Nizza: heiter, 27; London: heiter, 20; Barcelona: heiter, 28; Las Palmas: wolkig, 25; Athen: heiter, 35; Moskau: stark bewölkt, 16 Grad.

Erlanger Nachrichten/Erlanger Tagblatt, Samstag/Sonntag, 13./14. August.

Aufgabe

Kreuze an:

Am Samstag nachmittag soll es ...	Wetterbericht 2
... schön werden.	
... Regen geben.	
... Schnee geben.	
... ein Gewitter geben.	
... Nebel geben.	
... über 30 Grad werden.	
... zwischen 20 und 25 Grad werden.	
... zwischen 17 und 21 Grad werden.	
... ziemlich kalt werden.	



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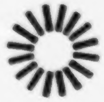
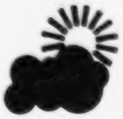


sonnig heiter

Regen mit Schnee vermischt

wolkig/bedeckt/ bewölkt/die Bewölkung



wolkig mit Aufheiterungen

25°C **Tageshöchsttemperaturen/ Höchstwerte**

8°C **Tiefsttemperaturen/ Tiefstwerte**

Arbeitsblatt 3

Wie soll das Wetter am Samstag werden?

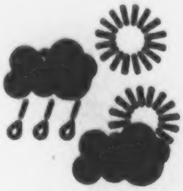
Wetterbericht 3

Du hörst jetzt einen Wetterbericht. Wie soll das Wetter am Samstag werden?

Aufgabe

Kreuze an:

Am Samstag nachmittag soll es . . .	Wetterbericht 3
. . . schön werden.	
. . . Regen geben.	
. . . Schnee geben.	
. . . ein Gewitter geben.	
. . . Nebel geben.	
. . . über 30 Grad werden.	
. . . zwischen 20 und 25 Grad werden.	
. . . zwischen 17 und 21 Grad werden.	
. . . ziemlich kalt werden.	



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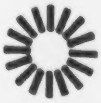
veränderlich**

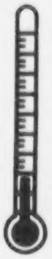


**sonnig
heiter**

**Regen
mit Schnee
vermischt**

**wolkig/bedeckt/
bewölkt/die
Bewölkung**

**wolkig mit
Aufheiterungen**



25°C **Tageshöchst-
temperaturen/
Höchstwerte**

8°C **Tiefst-
temperaturen/
Tiefstwerte**

Lesson 4: Schecks

OBJECTIVES: 1) learning the German system for writing numbers, 2) writing a German check

Level I

Culture

1. German checks. Note the logos of the **Sparkassen** and **Volksbanken** on the checks on the worksheets.
2. Numbers

Materials The worksheets provided with this lesson. Make copies so each student will have five blank checks to complete. The worksheets present sample checks—**Muster** = sample—that can be used to teach and reinforce German ways of writing numbers and to provide practice in filling out German forms.

Vocabulary

DM	Deutsche Mark
Pf	Pfennig(e)
der Ort, -e	location
das Datum	date
die Unterschrift	signature

Overview/Priming

- Give students copies of **Arbeitsblatt 1** and discuss the completed sample check. Ask students **Wie schreibt Harald Schulze 2.035 Mark, 17 Pfennig**? Ask one student to write the number on the board and point out the difference between German and American numbers. Explain that in German,

—numbers are always written as one word, for example, **zweitausendfünfunddreißig**
—a period is used in numbers over 999, for example, 2.035;
—a comma is used to indicate decimals, for example, 2.035, 17; and
—a handwritten one and seven look different from an American one or seven. This may lead to misunderstandings if Americans mistake a German one for a seven, or Germans misread an American seven as a one. Students can examine the sample check on **Arbeitsblatt 1** to see how ones and sevens are written in Germany.

- To illustrate differences in the writing of numbers, write a number twice on a chalkboard or a transparency, with German and English translations as shown here.

in Deutschland	**in Amerika**
2.035,17 DM	$2,035.17
zweitausendfünfunddreißig Mark, siebzehn Pfennig	*two thousand thirty-five dollars and seventeen cents*

- Have students deduce the meaning of **DM**, **Pf**, **Datum**, and **Unterschrift** from the clues in the filled-out check on the worksheet.

- Use the chalkboard to show that in German dates the day always comes before the month.

	in Deutschland	**in Amerika**
Datum:	13.9.88	9/13/88

- To explain the meaning of **Ausstellungsort**, ask: **Wo war Herr Schulze? In Madison, Oconomowoc oder Bremen?** Write on the chalkboard or a transparency: **Orte**: Madison, Oconomowoc, Bremen.

Drill and Practice/Check

- Give each student two copies of **Arbeitsblatt 2** and ask the class to write five checks, one each for 316,70 DM (read: dreihundertsechzehn Mark siebzig); 17,93 DM; 3.055,16 DM; 237,44 DM; and 4.244,13 DM. Make sure students know that on German checks the amount comes before the recipient—**an** = to the order of. Ask **Wo kommt die Zahl hin? Wo kommt der Name hin?** Note that it is not necessary to give the **Pfennig** amount because the phrase **wie nebenstehend** (as shown) appears after the **Pf** on the check.

- Tell students they are free to choose names with which to sign their checks and for payees. This can involve some humor if, for example, Al Capone makes his checks payable to the teacher.

Suggestion for Further Development

If students ask the meaning of **oder Überbringer**, explain that a German check can be cashed by anybody who brings it in. To make a check safe, the one who writes it can put **Nur zur Verrechnung** (for deposit only) in the top left-hand corner. If this is written on a check, the recipient cannot cash it. The amount can only be credited to the recipient's account.

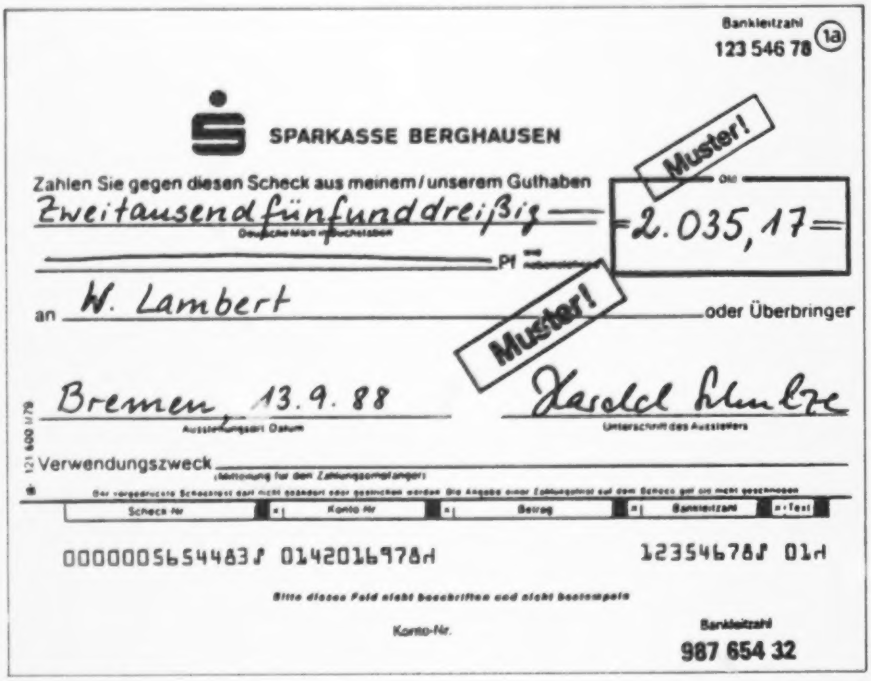
Suggested Test Item

Stelle einen Scheck über 135,88 DM aus.

Arbeitsblatt 1

Schecks

So stellt man einen Scheck in Deutschland aus.



Bankleitzahl
123 546 78 (1a)

SPARKASSE BERGHAUSEN

Muster!

Zahlen Sie gegen diesen Scheck aus meinem / unserem Guthaben

DM =2.035,17=

Zweitausendfünfunddreißig —
Deutsche Mark in Buchstaben

Pf wie nebenstehend

an W. Lambert oder Überbringer

Muster!

Bremen, 13.9.88
Ausstellungsort Datum

Harald Schulze
Unterschrift des Ausstellers

Verwendungszweck
(Mitteilung für den Zahlungsempfänger)

Der vorgedruckte Schecktext darf nicht geändert oder gestrichen werden. Die Angabe einer Zahlungsfrist auf dem Scheck gilt als nicht geschrieben

Scheck Nr | Konto Nr | Betrag | Bankleitzahl | Text

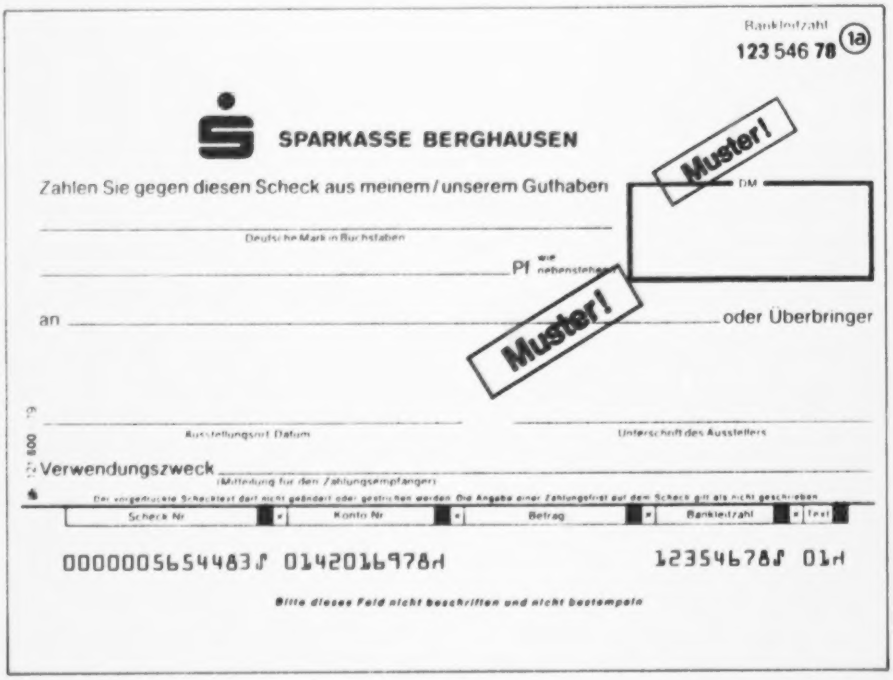
0000005654483⑆ 0142016978⑈ 12354678⑆ 01⑈

Bitte dieses Feld nicht beschriften und nicht bestempeln

Konto-Nr.

Bankleitzahl
987 654 32

Bitte ausfüllen.



Bankleitzahl
123 546 78 (1a)

SPARKASSE BERGHAUSEN

Muster!

Zahlen Sie gegen diesen Scheck aus meinem / unserem Guthaben

DM

Deutsche Mark in Buchstaben

Pf wie nebenstehend

an oder Überbringer

Muster!

Ausstellungsort Datum

Unterschrift des Ausstellers

Verwendungszweck
(Mitteilung für den Zahlungsempfänger)

Der vorgedruckte Schecktext darf nicht geändert oder gestrichen werden. Die Angabe einer Zahlungsfrist auf dem Scheck gilt als nicht geschrieben

Scheck Nr | Konto Nr | Betrag | Bankleitzahl | Text

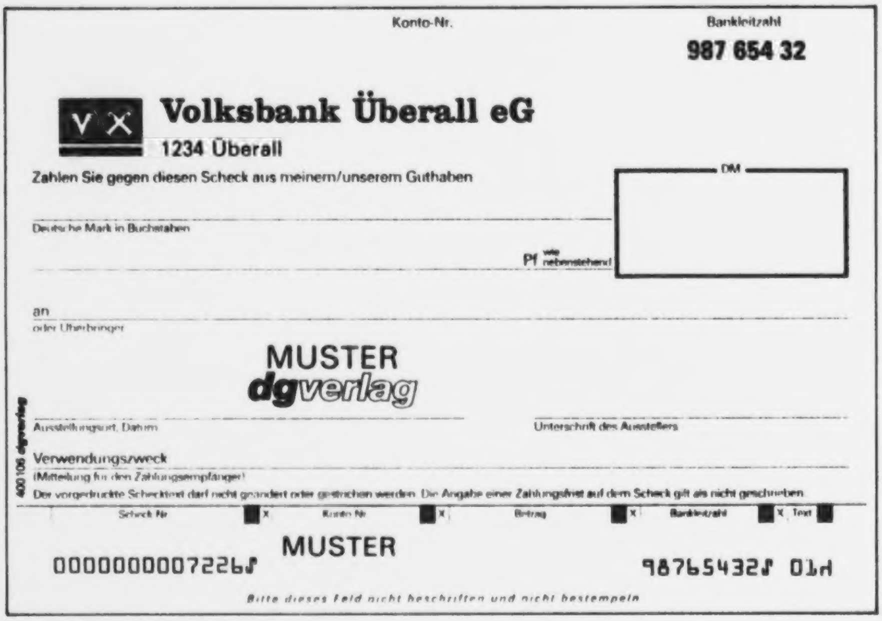
0000005654483⑆ 0142016978⑈ 12354678⑆ 01⑈

Bitte dieses Feld nicht beschriften und nicht bestempeln

Arbeitsblatt 2

Schecks

Bitte ausfüllen.



Konto-Nr.

Bankleitzahl
987 654 32

Volksbank Überall eG
1234 Überall

Zahlen Sie gegen diesen Scheck aus meinem/unserem Guthaben

DM

Deutsche Mark in Buchstaben

Pf wie nebenstehend

an
oder Überbringer

MUSTER
dgverlag

Ausstellungsort, Datum

Unterschrift des Ausstellers

Verwendungszweck
(Mitteilung für den Zahlungsempfänger)

Der vorgedruckte Schecktext darf nicht geändert oder gestrichen werden. Die Angabe einer Zahlungsfrist auf dem Scheck gilt als nicht geschrieben.

400 106 dgverlag

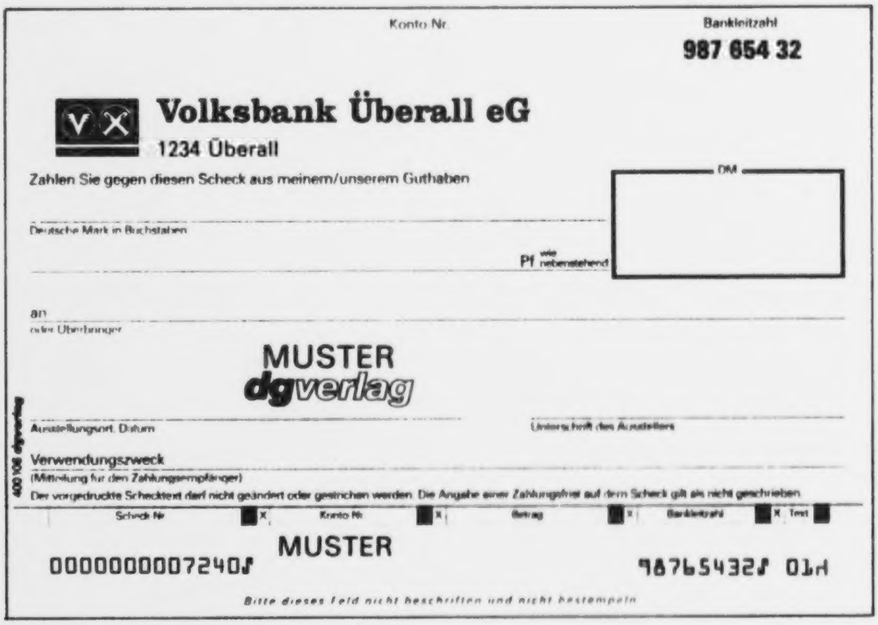
Scheck-Nr. X Konto-Nr. X Betrag X Bankleitzahl X Text

MUSTER

0000000007226⑁ 98765432⑁ 01⑂

Bitte dieses Feld nicht beschriften und nicht bestempeln

Bitte ausfüllen.



Konto-Nr.

Bankleitzahl
987 654 32

Volksbank Überall eG
1234 Überall

Zahlen Sie gegen diesen Scheck aus meinem/unserem Guthaben

DM

Deutsche Mark in Buchstaben

Pf wie nebenstehend

an
oder Überbringer

MUSTER
dgverlag

Ausstellungsort, Datum

Unterschrift des Ausstellers

Verwendungszweck
(Mitteilung für den Zahlungsempfänger)

Der vorgedruckte Schecktext darf nicht geändert oder gestrichen werden. Die Angabe einer Zahlungsfrist auf dem Scheck gilt als nicht geschrieben.

400 106 dgverlag

Scheck-Nr. X Konto-Nr. X Betrag X Bankleitzahl X Text

MUSTER

0000000007240⑁ 98765432⑁ 01⑂

Bitte dieses Feld nicht beschriften und nicht bestempeln

Lesson 5: Was kostet dieser Brief nach Amerika?

OBJECTIVES: 1) selecting specific information from a German post office brochure, 2) asking how much it costs to send a letter to the United States

Level	II
Culture	1. Metric measures (grams) 2. Postal rates in the Federal Republic of Germany. For airmail letters or postcards, the German post office charges DM 0.20 per 5 grams in addition to the regular surface mail postage. For a letter weighing more than 5 grams but less than 10 grams the post office would charge the 10-gram rate. For example, to send a letter weighing 7 grams would cost DM 2,20 (DM 1,80 surface mail + DM 0,40 airmail surcharge).
Materials	Worksheets 1 and 2 provided with this lesson
Vocabulary	**Was kostet dieser Brief nach Amerika?** (What's the cost of sending this letter to America?) **Dann schicke ich es mit Luftpost/Seepost.** (Then I'll send it airmail/surface mail.)

Activity 1: Overview/Priming

- Tell students **Ihr seid in Deutschland. Ihr wollt einen Brief nach Amerika schicken. Der Brief wiegt 25 g.**

- Introduce/review metric measures (grams), writing equivalents on the chalkboard or a transparency: 1g = 0,0353 oz., 25g = 0,8825 oz.

- Pass out copies of **Arbeitsblatt 1.** Complete the first questions under **Aufgabe** with the whole class. Tell students: **Ihr könnt euren Brief mit Seepost** (draw ship on board) **oder mit Luftpost** (draw plane) **schicken. Was kosten 25g mit Seepost**? (Answer: 2,10 DM)

Activity 1: Drill and Practice/Check

- Tell students to fill in the answers to the last three questions on **Arbeitsblatt 1.**

- Ask students to read out their answers. (Answer key: b. 2,80 DM; c. 2,80 DM; d. 5,00 DM)

Activity 2: Overview/Priming

- Tell students: **Ihr könnt euren Brief auch mit Luftpost schicken. Luftpost kostet mehr als Seepost. 5g kosten 20 Pfennig mehr. 10g kosten 40 Pfennig mehr. 15g kosten 60 Pfennig usw.** Write some examples on the chalkboard or a transparency.

Luftpost: 5g = Seepost + 0,20 DM
10g = Seepost + 0,40 DM
15g = Seepost + 0,60 DM

- Ask students **Was kosten 25g nach Amerika**? The answer is 3,10 DM (2,10 DM + 5 x 0,20 DM).

Activity 2: Drill and Practice/Check

- Have students work out the airmail postage for the letters mentioned in questions b through d on **Arbeitsblatt** 1.

- Check their answers (b. 75g: 5,80 DM; c. 90g: 6,40 DM; d. 110 g: 9,40 DM).

Activity 3: Overview/Priming

- Tell students: **Dein deutscher Freund hat keine Postgebührenübersicht. Du gehst auf die Post und fragst: Was kostet dieser Brief nach Amerika?**

- Read or play to students the model dialogue on **Arbeitsblatt 2**. (A tape recording of this dialogue is available from the WAFLT Materials Center, UW-Stevens Point, Stevens Point, WI 54481.) Then pass out copies of **Arbeitsblatt 2** and ask students to read the model dialogue aloud.

Activity 3: Drill and Practice/Check

- Ask students to choose partners and practice the dialogue in pairs. For pair work, they should fold their worksheets in half along the dotted line and decide which partner will use each side of the sheet. Once pair work begins, neither student should look at his or her partner's half of the worksheet.

- After sufficient practice, assign several pairs to act out the dialogue in front of the class.

Suggestions for Further Development

- Have students find out how much it costs to send a letter airmail from the United States to Germany. **Was kostet ein Luftpostbrief von Amerika nach Deutschland**?

- For a unit entitled "Im Postamt: Ich möchte ein Paket aufgeben" see pages 99 to 107 of Werner and Alice Beile's *Sprechsituationen aus dem Alltag II, Teil*, Modelle 5, Deutsch als Fremdsprache (Bonn: Inter Nationes, 1986).

Suggested Test Item

Du möchtest einen Brief nach Amerika schicken. Dein Brief wiegt 110g. Du hast 5,00 DM. Frage den Postbeamten, was dein Brief kostet.

Brief	**Luftpost**	**Seepost**
110g	9,00 DM	5,00 DM

Schreibe einen Dialog.

Du: ______________________________

Postbeamter: ______________________________

Du: ______________________________

Postbeamter: ______________________________

Du: ______________________________

Postbeamter: ______________________________

Was kostet dieser Brief nach Amerika?

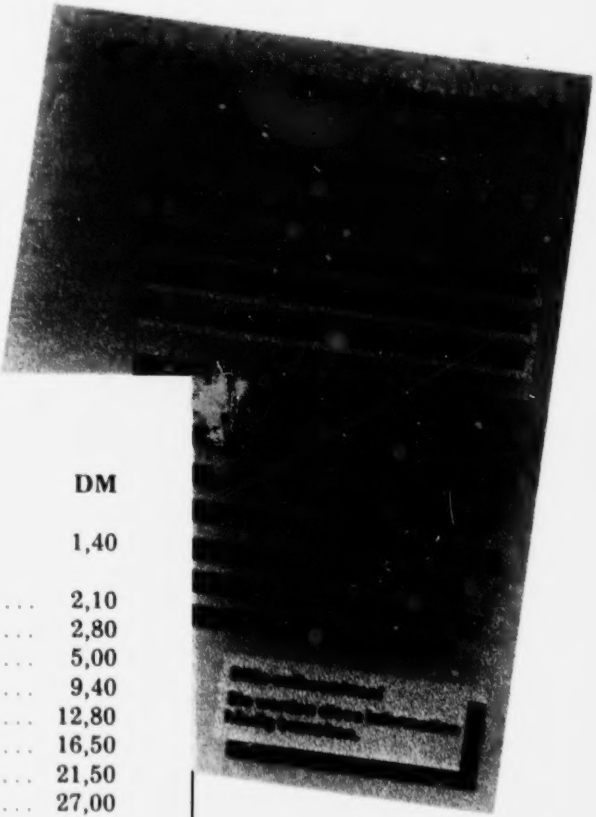
Aufgabe

Du bist bei einem Freund in Deutschland. Du willst einen Brief in die USA schicken. Du wiegst den Brief und siehst in der Postgebührenübersicht nach, was dein Brief kostet.

a. Dein Brief wiegt 25g. Der Brief kostet ________________ mit Seepost.
b. Dein Brief wiegt 75g. Der Brief kostet ________________ mit Seepost.
c. Dein Brief wiegt 90g. Der Brief kostet ________________ mit Seepost.
d. Dein Brief wiegt 110g. Der Brief kostet ________________ mit Seepost.

Postgebührenübersicht

Schreib mal wieder



Seepost

In das Ausland:

Briefsendungen		**DM**
Standardbrief[1]		1,40
Brief	bis 50g	2,10
	über 50g bis 100g	2,80
	über 100g bis 250g	5,00
	über 250g bis 500g	9,40
	über 500g bis 750g	12,80
	über 750g bis 1000 g	16,50
	über 1000g bis 1500 g	21,50
	über 1500g bis 2000g	27,00

[1] Gewicht bis 20g, Länge zwischen 14,0 und 23,5 cm, Breite zwischen 9,0 und 12,0 cm (eine Breite bis zu 12,5 cm wird nicht beanstandet) Höhe bis 0,5 cm, Länge mindestens das 1,41fache der Breite.

Was kostet dieser Brief nach Amerika?

Partnerarbeit: Auf der Post

Beispiel

Amerikaner: Was kostet dieser Brief nach Amerika?

Postbeamtin: Luftpost oder Seepost?

Amerikaner: Was kostet Luftpost?

Postbeamtin: 3,10 DM.

Amerikaner: Und Seepost?

Postbeamtin: 2,10 DM.

Amerikaner: Dann schicke ich es mit Seepost.

Aufgabe

Spielt abwechselnd die Rolle des Amerikaners und der Postbeamtin.

1. (Du bist der Amerikaner. Du hast noch 7,50 DM.)

2. (Du bist die Postbeamtin.)

   Luftpost: 5,80 DM
   Seepost: 2,80 DM

3. (Du bist der Amerikaner. Du hast noch 7,50 DM.)

4. (Du bist die Postbeamtin.)

   Luftpost: 9,40 DM
   Seepost: 5,00 DM

Beispiel

Amerikaner: Was kostet dieser Brief nach Amerika?

Postbeamtin: Luftpost oder Seepost?

Amerikaner: Was kostet Luftpost?

Postbeamtin: 3,10 DM.

Amerikaner: Und Seepost?

Postbeamtin: 2,10 DM.

Amerikaner: Dann schicke ich es mit Seepost.

Aufgabe

Spielt abwechselnd die Rolle des Amerikaners und der Postbeamtin.

1. (Du bist die Postbeamtin.)

   Luftpost: 3,10 DM
   Seepost: 2,10 DM

2. (Du bist der Amerikaner. Du hast noch 7,50 DM.)

3. (Du bist die Postbeamtin.)

   Luftpost: 6,40 DM
   Seepost: 2,80 DM

4. (Du bist der Amerikaner. Du hast noch 7,50 DM.)

Lesson 6: Ich möchte morgen früh nach Leipzig fahren

This activity could be part of a unit on public transportation in Germany or on the relations between the two German states. It could also be used in conjunction with a unit on Leipzig or life in the German Democratic Republic (East Germany). For simpler timetable activities see page 86 in Textbook 1 of ***Deutsch konkret***, by G. Neuner and others (New York: Langenscheidt, 1985) or page 8 of the workbook ***In Germany*** by Rod Nash and others (London: Chancerel; Saint Paul, MN: EMC, 1987).

OBJECTIVES: 1) extracting specific information from a railroad timetable; 2) enquiring about train connections

Levels III, IV

Culture

1. German **Kursbuch** (timetable) and instructions on how to read it provided in the handout for this lesson; 24-hour clock; metrical measurements (kilometers)
2. Train connections between the Federal Republic of Germany and the German Democratic Republic
3. **Leipziger Messe**
4. The full name of the city West Germans call "Frankfurt" is Frankfurt am Main. It is written Frankfurt (Main) to distinguish it from Frankfurt an der Oder—Frankfurt (Oder)—in East Germany.

Materials Map showing location of Frankfurt am Main and Leipzig, enough copies of the handout to pass out to students, a transparency of the handout, an overhead projector, the worksheet provided with this lesson

Vocabulary	**Der Zug um 8 Uhr 37 in Frankfurt ab.**	The train departs from Frankfurt at 8:37 a.m.
	Der Zug kommt um 14 Uhr 57 in Leipzig an.	The train arrives at Leipzig at 2:57 p.m.
	umsteigen (in)	transfer, (at), change (trains, planes, busses) at
	durchfahren (bis)	travel directly (to)

Activity 1: Overview/Priming

- Tell students that there is a famous trade fair in Leipzig every spring and fall—**Frühjahrsmesse, Herbstmesse**. Suggest that they plan a trip from Frankfurt (Main) to the Leipzig spring fair: **Ihr seid in Frankfurt am Main. Ihr wollt zur Leipziger Frühjahrsmesse fahren**. Ask one or two to locate Frankfurt (Main) and Leipzig on a map of Germany and point them out to the class.

- Pass out copies of the handout provided with this lesson. Put a transparency of the handout on the overhead projector and use it to help students locate specific information on the railroad timetable. Explain: **Hier ist eine Seite aus dem Kursbuch** (railroad timetable). **Sucht Frankfurt (Main) Hauptbahnhof** (main station) **und Leipzig Hauptbahnhof**. Point out Frankfurt (Main) and Leipzig on the transparency.

- Tell students **Ihr wollt früh am Morgen aus Frankfurt abfahren. Wann kann man in Frankfurt abfahren? Wann kommt man dann in Leipzig an?** If necessary add: **Ihr müßt den Fahrplan von oben nach unten lesen**. Write on the chalkboard or a transparency the time the first morning train leaves Frankfurt and the time it arrives in Leipzig.

Frankfurt (Main)	ab	8.37 Uhr
Leipzig	an	14.54 Uhr

- Ask students to work out the distance between Frankfurt (Main) and Leipzig and the duration of the train ride.

— **Wie viele Kilometer sind es von Frankfurt nach Leipzig? Die Kilometer stehen in der Spalte ganz links**. Point out the far left column on the transparency. Add information on distance to the left of information already on the chalkboard or transparency.

km			
0	Frankfurt (Main)	ab	8.37 Uhr
379	Leipzig	an	14.54 Uhr

— **Wie viele Meilen sind das**? Write the computations on the chalkboard or transparency.

Kilometer x 0,6214 = Meilen

379 km x 0,6214 = 235,5 Meilen

— **Wie viele Stunden braucht man mit dem Zug von Frankfurt nach Leipzig**? The answer is **6 Stunden 17 Minuten** or, **über 6 Stunden**

Activity 1: Drill and Practice/Check

- Pass out copies of the worksheet and ask students to do the reading comprehension exercise, **Fahrpläne lesen**.

- Have them read out their answers.

Activity 2: Overview/Priming

- Tell students: **Ihr seid in Frankfurt und wollt nach Leipzig zur Frühjahrsmesse fahren. Ihr habt kein Kursbuch. Ihr geht zur Information, zur Auskunft, und fragt, wann ihr fahren könnt**. Discuss the model dialogue **Bei der Auskunft** on the worksheet, explaining words students do not know. Here are some examples.

Bundesbahnbeamter: Ein Bundesbahnbeamter arbeitet bei der Bundesbahn.

umsteigen: Ihr fliegt von Madison nach Monterey in Kalifornien. Ihr müßt in Chicago und Los Angeles umsteigen.

durchfahren: Ihr fahrt mit dem Greyhound Bus von Madison nach Minneapolis. Ihr braucht nicht umzusteigen. Ihr könnt durchfahren.

Activity 2: Drill and Practice/Check

- Tell students to choose partners and practice the dialogue **Bei der Auskunft** on their own. Then invite pairs of students to practice in front of the whole class.

- Ask students to create dialogues for the situations described under **Aufgabe** on the worksheet. As a check, invite some pairs to act out their dialogues in front of the class.

Suggestions for Further Development

Try this listening comprehension exercise called "Train Announcements." Tape recordings of the train announcements used here are available from the WAFLT Materials Center, UW-Stevens Point, Stevens Point, WI 54481.

—Tell students: **Ihr seid in Frankfurt auf dem Bahnhof. Ihr wollt um 8.37 Uhr nach Leipzig fahren. Ihr hört die folgende Lautsprecherdurchsage. Von welchem Gleis** (track) **fährt der Zug ab**?

Lautsprecherdurchsage

Achtung am Gleis 13, der Schnellzug D 455 von Frankfurt nach Görlitz über Hanau, Fulda, Bebra, Eisenach, Erfurt, Leipzig, Dresden-Neustadt, planmäßige Abfahrt 8 Uhr 37, fährt heute ausnahmsweise von Gleis 8 ab.

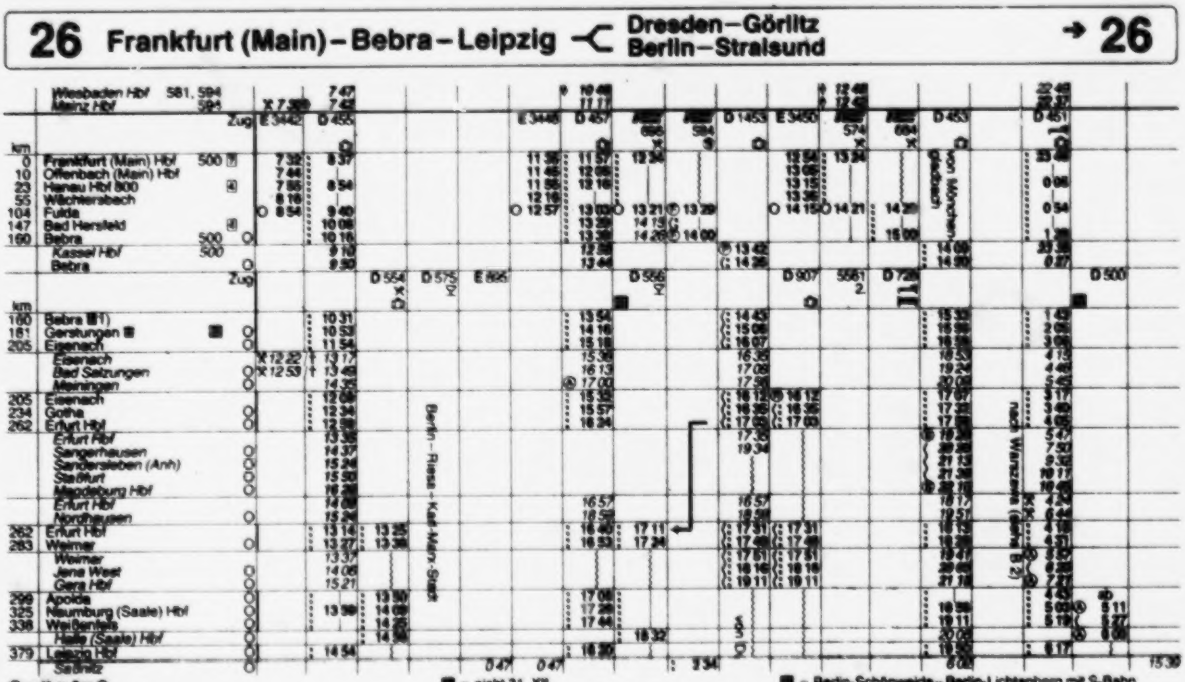
—Tell students: **Ihr seid in Fulda auf dem Bahnhof. Ihr wollt um 13.03 Uhr nach Leipzig fahren. Ihr hört die folgende Lautsprecherdurchsage. Was ist das Problem**?

Lautsprecherdurchsage

Achtung am Gleis 2, der Schnellzug D 451 von Frankfurt nach Görlitz, über Hanau, Fulda, Bebra, Eisenach, Erfurt, Leipzig, Dresden-Neustadt, planmäßige Ankunft 13 Uhr 03, wird voraussichtlich 15 Minuten später eintreffen.

Ich möchte morgen früh nach Leipzig fahren

Von oben nach unten lesen.



26 Frankfurt (Main) – Bebra – Leipzig –< Dresden – Görlitz / Berlin – Stralsund → 26

Ⓐ = ✕ außer ⑥
Ⓑ = täglich außer ⑥
Ⓕ = ① bis ④, nicht 25. XII. bis 1. I., 18. bis 20. IV., 2. V.
Ⓚ = täglich außer ⑥/⑦, nicht 24./25., 25./26., 26./27. XII., 31. XII./1. I. und 17./18. IV.
Ⓝ = täglich außer ⑥/⑦, nicht 24./25., 25./26. XII. und 31. XII./1. I.
Ⓟ = täglich bis 26. X., vom 20. bis 23. XII., 4., 5. I. und ab 4. IV.
Ⓡ = täglich vom 27. X. bis 19. XII., 24. XII. bis 3. I. und vom 6. I. bis 3. IV.

■ = nicht 31. XII.
■ = nicht 24./25., 25./26. XII. und 31. XII./1. I.
■ = nicht 24./25. XII.
■ = nicht 24., 27. und 31. XII.
■ = nicht 24./25. XII. und 31. XII./1. I.
■ = nicht 7. X., auch 20. IV. 87
■ = umsteigen in Riesa nach Karl-Marx-Stadt
■ = ab/an Berlin-Schönweide
■ = ab/an Berlin-Lichtenberg

■ = Berlin-Schönweide – Berlin-Lichtenberg mit S-Bahn
■ = Berlin-Lichtenberg – Berlin Ostbf mit S-Bahn
■ = an Stralsund Rügendamm
■ = Ein- und Aussteigen nicht gestattet

■1) = Übergangszeit mit Paß und Zoll 10 Minuten

Arbeitsblatt

Ich möchte morgen früh nach Leipzig fahren

Fahrpläne lesen

Du willst von Frankfurt (Main) zur Leipziger Frühjahrsmesse fahren.

a. Du willst mittags abfahren. Wann kannst du in Frankfurt abfahren? Wann kommst du in Leipzig an?

Frankfurt (Main) ab ________ Uhr

Leipzig an ________ Uhr

b. Du willst nachts fahren. Wann kannst du in Frankfurt abfahren? Wann kommst du in Leipzig an?

Frankfurt (Main) ab ________ Uhr

Leipzig an ________ Uhr

Bei der Auskunft fragen

Du hast kein Kursbuch. Du gehst zur Auskunft und fragst, wann du fahren kannst.

Du: Ich möchte morgen früh nach Leipzig fahren. Wann kann ich da fahren?
Bundesbahnbeamter: Um 8 Uhr 37.
Du: Wann bin ich dann in Leipzig?
Bundesbahnbeamter: Um 14 Uhr 54.
Du: Kann ich auch später fahren?
Bundesbahnbeamter: Ja, um 11 Uhr 57. Dann sind Sie um 18 Uhr 20 in Leipzig.
Du: Muß ich da umsteigen?
Bundesbahnbeamter: Nein, Sie können durchfahren.

Aufgabe

Macht zwei Dialoge.

Du möchtest von Frankfurt (Main) nach Leipzig fahren. Frage bei der Auskunft, wann du fahren kannst.

a. Du willst morgen früh fahren.
b. Du willst morgen nach zehn Uhr fahren.

Lesson 7: Wir probieren deutsche Rezepte aus

OBJECTIVE: preparing a German dish

Level	II
Culture	1. German foods 2. Metric measures (liter, gram)
Materials	Handouts provided with this lesson
Vocabulary	See **Handout 1**

Suggested Procedure

- The recipes in **Handout 2** can be used to make German dishes for potluck dinners at school or German immersion weekends. The "Mini-Wörterbuch" on **Handout 1** lists all the cooking and baking terms used in the recipes.

- Students should be encouraged to collect more German recipes and to add more vocabularly items to the "Mini-Wörterbuch: Kochen und Backen." Sources for recipes include German textbooks and language magazines, German cookbooks, Germans living in the students' home town, German pen pals, or a German partner class. Teachers interested in a partner class in Germany should contact the Goethe House New York (see Appendix B and "Beyond the Classroom" in Section 1 of this guide). For more recipes, see page 53 of *Themen I: Lehrwerk für Deutsch als Fremdsprache*, a **Kursbuch** by Hartmut Aufderstraße and others (München: Hueber, 1983) or pages 94 and following of *Tag für Tag 1988/1989: Taschenkalender Deutsch als Fremdsprache* by Martin Müller and others (Berlin: Langenscheidt, 1988).

- U.S. and German students could exchange the recipes for their favorite dishes or describe traditional meals on special occasions like Thanksgiving or Christmas.

Useful Phrases for Thanksgiving Recipes

der Truthahn, die Pute, der Puter	turkey
gefüllt mit	stuffed with
die Füllung	stuffing, filling
der Kürbiskuchen	pumpkin pie
der Kartoffelbrei	whipped potatoes
die (große) Moosbeere	cranberry

Wir probieren deutsche Rezepte aus

Mini-Wörterbuch: Kochen und Backen

A

abbacken	to bake until done
abkühlen	to cool
achteln	to cut into eight wedges
das Ananasstück, -e	pineapple chunks, tidbits
auflösen	to dissolve
ausrollen	to roll out

B

belegen	to cover with
das Blatt, ¨er	lettuce leaf
äußere/innere Blätter	outer/inner leaves
das Blech (= Backblech)	(baking) pan
ein gefettetes Blech	a greased pan

D

darübergießen	to pour . . . over . . .
darüberstreuen	to sprinkle . . . over . . .
daruntermischen	to mix together, to blend in
dazugeben	to add

E

entfernen	remove
das Ei, -er	egg
entsteint	pitted
der Essig	vinegar
der Eßlöffel,-	tablespoon
ein gehäufter Eßlöffel	

F

das Fett	shortening

G

gehen lassen	to let rise
gehackt	chopped
geriebener Knoblauch	garlic powder

H

das Hackfleisch	ground meat
die Hefe	yeast

K

kleinschneiden	to chop
der Kloß, ¨e	meatball
kneten	to knead
der Knoblauch	garlic
der Kopfsalat, -e	head lettuce

Handout 1 (continued)

M	
die Margarine	margarine
weiche Margarine	softened margarine
das Mehl	flour
die Milch	milk
mittelgroß	medium
die Muskatnuß	nutmeg
N	
der/das Naturjoghurt	plain yoghurt
P	
das Päckchen, -	package
die Petersilie	parsley
der Pfeffer	pepper
die Pflaume, -n	plum
die Prise, -n	pinch, dash
R	
restlich	remaining
S	
der Schnittlauch	chives
die Schüssel, -n	bowl
das Semmelmehl	bread crumbs
servieren	to serve
sofort servieren	to serve immediately
T	
der Teelöffel, -	teaspoon
der Teig	dough
einen Teig bereiten	= einen Teig machen
den Teig gehen lassen	to let the dough rise
nicht zu fester Teig	smooth and elastic dough
die Tomate, -n	tomato
U	
untermischen	to mix together, blend in
V	
der Vanillepudding	vanilla pudding
vermischen	to mix together, blend together
die Vertiefung, -en	a well
vierteln	to cut into 4 wedges
W	
der Weinessig	wine vinegar
wälzen	to roll (in flour)
würzen	to season
Z	
zerbröckelt	crumbled
die Zucker	sugar
die Zutaten	ingredients
die Zwiebel, -n	onion

Wir probieren deutsche Rezepte aus

Kopfsalat

Zutaten:

Kopfsalat
Öl
Weinessig
Salz
Zucker
Knoblauch
1 kleine Zwiebel
Schnittlauch
Petersilie

Äußere Blätter entfernen. Innere Blätter waschen und zerkleinern,
2 Eßlöffel Öl und 1 Eßlöffel Weinessig darübergießen.

1 Prise Salz, 1 Teelöffel Zucker, eventuell 1 Prise geriebenen Knoblauch, etwas gehackte Zwiebel darüberstreuen.

Mit Schnittlauch und gehackter Petersilie vermischen und SOFORT servieren.

Tomatensalat (für 4 Personen)

Zutaten:

4-5 mittelgroße Tomaten
1 mittelgroße Zwiebel
Salz
Zucker
Pfeffer
Öl
Essig
Petersilie

Tomaten vierteln oder achteln. Harte Teile entfernen.

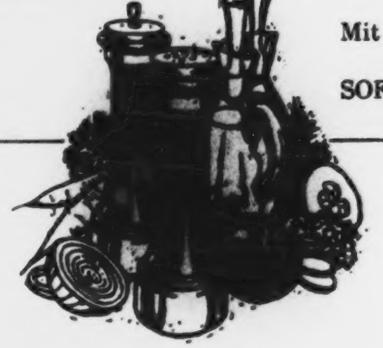
Zwiebel in Ringe schneiden.

½ Teelöffel Salz, 1 gehäuften Eßlöffel Zucker, etwas Pfeffer darüberstreuen.

3 Eßlöffel Öl, 2 Eßlöffel Essig darübergießen

Mit gehackter Petersilie gut vermischen.

SOFORT servieren.



Hackfleischsteak oder Bouletten (für 4 Personen)

Zutaten:

- **1 kleine Zwiebel**
- **300 g Hackfleisch**
- **Salz**
- **Pfeffer**
- **Muskatnuß**
- **2 gehäufte Eßlöffel Semmelmehl**
- **1 Ei**
- **3 Eßlöffel Milch**
- **etwas Mehl**
- **40 g Fett**

Zwiebel kleinschneiden.

Hackfleisch mit Salz, Pfeffer und Muskatnuß würzen.

Mit Semmelmehl, Ei und Milch vermischen und gut kneten. Die Zwiebel daruntermischen und 4 Klöße formen.

Diese in etwas Mehl wälzen und in heißer Margarine etwa 8-10 Minuten braten.

Joghurtcreme mit Ananas

Zutaten:

- **1 Päckchen Vanillepudding**
- **Naturjoghurt**
- **Ananasstücke**

Pudding kochen, dann abkühlen lassen

Den Joghurt und die Ananasstücke untermischen.

Pflaumenkuchen

Zutaten:

- **1 Päckchen Hefe**
- **375 g Mehl**
- **125 g Zucker**
- **1 Ei**
- **100 g Margarine**
- **gut ¼ Liter warme Milch**
- **375 g Pflaumen**

Mehl in eine Schüssel geben. In der Mitte eine Vertiefung machen und die zerbröckelte Hefe mit etwas Zucker vermischen, einen Teil der warmen Milch dazugeben und miteinander vermischen, damit sich die Hefe auflöst. Eine Weile gehen lassen. Dann den restlichen Zucker, das Ei, die weiche Margarine und die restliche Milch dazugeben und einen nicht zu festen Teig daraus bereiten. Den Teig am warmen Ort auf einem gefetteten Blech ausrollen und dicht mit entsteinten Pflaumen belegen. Abbacken, bis der Teig unten braun ist.

1 g = 1 Gramm = 0.0353 ounces
1 Liter = 1.06 quarts

Classroom Communication

4

Introduction
Teacher Expressions: Classroom Functions
Student Expressions: Classroom Functions
Mini-Dictionary: School Words

Introduction

This fourth section of *German for Communication: A Teacher's Guide* takes a three-part approach to improving spoken German in the classroom. The first portion of the section presents words and sample dialogues teachers can use for a number of classroom functions, from asking about the health of an absent student to assigning homework, correcting errors, and commenting positively on student efforts.

The authors of this guide suggest that teachers wishing to improve their classroom German develop self-training programs and practice one function at a time. They might begin by focusing on talking about and correcting student mistakes, move on to assigning and directing pair work, and so on through a range of necessary functions during successive days or weeks.

The authors . . . suggest that teachers wishing to improve their classroom German develop self-training programs and practice one function at a time.

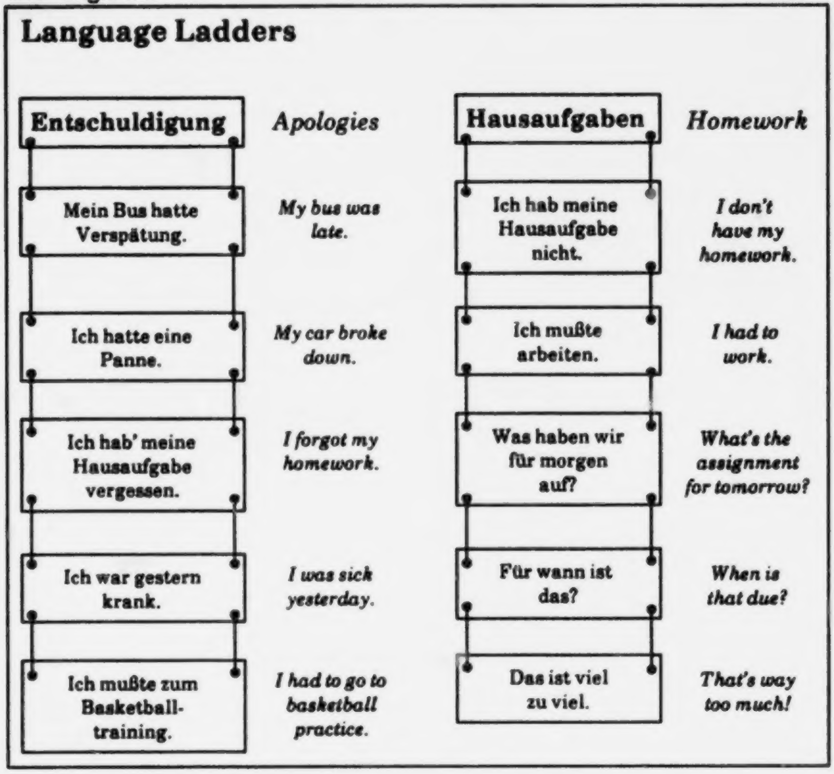
Peer counseling, when available, can be a good source of guidance. A teacher might ask a colleague to visit a class and take notes on German words and expressions both teacher and students use. Comparing these with expressions recommended in this publication can help clarify areas where spoken German can be improved. Teachers who cannot work with a colleague might tape class sessions and analyze the language used.

The second portion of this section covers German expressions students can employ to express lack of understanding, request help, protest about homework, and carry out other typical functions in the classroom. Phrases included are simple, short, and easy to remember. The "register," or level of formality, of expressions recommended is the same as would be used by German high school students. One explanation of the concept of register can be found on page 57 of Wisconsin's *Guide to Curriculum Planning in Foreign Language*.

The student expressions listed can be introduced gradually, beginning in the first week of German instruction, so that students learn more and more ways to communicate in the target language. When, for example, a student is late for class, the teacher might introduce a language ladder based on ways of apologizing. When students want to find out about an upcoming written quiz, the teacher could present a language ladder based on the expressions listed under "Asking for Clarification: Tests" in this section, and so on. A different word or phrase also might be used each day as a password that students must say to the teacher before they can leave the classroom.

Teachers wishing to create a language ladder must begin by writing out expressions related to the function or topic chosen on pieces of construction paper and adding appropriate, ideally humorous, visuals if possible. They then introduce one expression per day and put the piece of paper showing it on a bulletin board. By the end of a week, the different expressions introduced should be arranged one above the other, so they look like rungs of a ladder. Language ladders can also be permanently displayed on walls or hung like mobiles from the ceiling. Figure 6 shows two sample language ladders to which visuals can be added.

■ **Figure 6**



Language Ladders

Entschuldigung	*Apologies*
Mein Bus hatte Verspätung.	*My bus was late.*
Ich hatte eine Panne.	*My car broke down.*
Ich hab' meine Hausaufgabe vergessen.	*I forgot my homework.*
Ich war gestern krank.	*I was sick yesterday.*
Ich mußte zum Basketball-training.	*I had to go to basketball practice.*

Hausaufgaben	*Homework*
Ich hab meine Hausaufgabe nicht.	*I don't have my homework.*
Ich mußte arbeiten.	*I had to work.*
Was haben wir für morgen auf?	*What's the assignment for tomorrow?*
Für wann ist das?	*When is that due?*
Das ist viel zu viel.	*That's way too much!*

The third segment of this section of *German for Communication* comprises an English-German mini-dictionary of school words. Unlike traditional lists that present English and German words in isolation, the mini-dictionary includes sample sentences using words in appropriate contexts for teachers and students and/or cultural notes. The cultural notes provide information on differences between schools in the United States and Germany. Common mistakes are also explained and marked with the symbol ☒. Teachers may wish to use a similar format in vocabulary lists they develop for their classes.

Teacher Expressions: Classroom Functions

Inquiring about Students Who Are Absent

Wer fehlt heute?	Who's absent today?
Weiß jemand, was mit Mark los ist?	Does anybody know what's the matter with Mark?

When a student is absent due to illness, teach the class how to ask and give information about someone who is sick. Explain that the word **denn** is often used to show interest, as in the model dialogues below.

Level I	*Level II*
A: **Weiß jemand, was mit John los ist?**	A: **Weiß jemand, was mit Mary los ist?**
B: **Der ist krank.**	B: **Die ist im Krankenhaus.**
A: **Was hat er denn?**	A: **Was hat sie denn?**
B. **Grippe.**	B: **Die hat sich beim Volleyball den Fuß gebrochen.**
	A: **Wie geht's ihr?**
	B: **Schon besser.**

Showing Interest

Teachers can show interest in their students by making comments such as these. Note again the use of **denn** to personalize an inquiry.

Du siehst heute schlecht aus.	You don't look well today.
Bist du krank?	Are you sick?
Bist du erkältet?	Do you have a cold?
Du siehst heute so müde aus.	You look so tired today.
Bist du gestern spät ins Bett gekommen?	Did you stay up late last night?
Ihr seid heute so unruhig. Was ist denn los?	You're all so hyper today. What is the matter?
Schreibt ihr gleich eine Arbeit?	Do you have a test coming up?

Directions/Requests

Teacher directions sound friendlier and more polite if they are phrased as questions rather than direct commands—**Kannst du mal das Fenster zumachen**? rather than **Mach das Fenster zu**! In most real-life situations, it would clearly be inappropriate to phrase a request as a command. As often as possible, therefore, teachers should use more polite forms for phrasing requests so that students will get used to hearing and using them. Teachers should also call attention to words and verb forms that are considered more courteous, less peremptory. For example, the word **mal** can be used to "soften" a request, and the forms **Könntest du . . .?** and **Würdest du . . .?** are considered more polite than **Kannst du . . .?** The following sample sentences present polite ways of giving instructions or asking students to complete various tasks.

Kannst du mal die Tafel sauber machen?
Kommst du bitte mal zur Tafel, Mary?
Kannst du das noch einmal lesen?
Kannst du das auch mit eigenen Worten sagen?
Würdest du bitte mal das Fenster aufmachen?
Könntest du mal den Stecker vom Overheadprojektor reinstecken?

Calling on Students/Eliciting Responses

Teachers need to know a number of phrases and sentences for getting students involved in learning activities. Samples are provided below. Note that a German teacher would *not* use the word Klasse to address the class.

Wer will anfangen?	Who wants to start?
Machst du mal weiter?	Would you go on from there?
Kannst du mal weiter machen?	Can you go on from there?
Du bist dran, Sarah.	It's your turn, Sarah.
Kannst du das mal an die Tafel schreiben?	Could you write that on the board?
Kannst du das mal lesen?	Would you read that?
Wer will lesen?	Who wants to read? (aloud)
Wer weiß die Antwort?	Who knows the answer?
Kannst du das?	Can you do it?
Wer kann helfen?	Who can help?
Alle zusammen.	All together, class.

Spoken with a rising intonation, **sonst noch** and **und**? can be used to elicit additional student responses during vocabulary and grammar drills. Note how they are used in these model classroom exchanges.

Teacher: **Was kann man in einem Supermarkt kaufen?**
Student: **Brot, Butter, Marmelade.**
Teacher: **Was sonst noch?**
Student: **Wurst und Käse.**
Teacher: **Sonst noch was?**
Student: **Milch.**

Teacher: **Wie kann man nach Washington fahren?**
Student: **Mit dem Flugzeug.**
Teacher: **Wie sonst noch?**
Student: **Mit dem Auto.**
Teacher: **Und?**
Student: **Mit dem Bus.**

Teacher: **Wo kann man in Hamburg übernachten?**
Student: **In einem Hotel.**
Teacher: **Wo sonst noch?**
Student: **Bei Freunden.**
Teacher: **Sonst noch irgendwo?**
Student: **In einer Jugendherberge.**

Handing Out Worksheets

Use the sample sentences given here when passing out worksheets. The word **reingucken** in the last example is used in northern Germany; the equivalent in southern Germany would be **reinschauen**.

Kannst du das mal austeilen?	Can you hand these out?
Kannst du das mal weitergeben?	Can you pass these down?
Ich laß die Blätter mal rumgehen.	I'm going to pass the papers around.
Könnt ihr da zu zweit reingucken?	Can you look at this in pairs?

Seating Arrangements

Each of the commands below could be rephased as a request using **Könnt ihr mal. . .?**, as the note under "Directions/Requests" indicates.

Rückt bitte mit euren Stühlen zusammen.	Please put your desks together.
Setzt euch bitte in einem Kreis zusammen.	Please sit in a circle.
Setzt euch bitte in Fünfergruppen zusammen.	Please get together in groups of five.
Setzt euch bitte mit dem Rücken zueinander.	Please sit back to back.

Pair/Group Work

Class work in pairs and small groups involves yet another set of instructions. Here are some generally useful sentences for this purpose.

Setting up Pairs and Small Groups

Wir wollen jetzt eine Partnerarbeit machen.	We're going to do partner work now.
Sucht euch bitte einen Partner oder eine Partnerin.	Please find a partner.
Arbeitet jetzt bitte mit eurem Partner zusammen.	Please work with your partner now.
Arbeitet bitte in Vierergruppen zusammen.	Please work in groups of four.

Teachers can use creative ways to get students into pairs or groups, as these examples suggest.

Jeder von euch bekommt ein halbes Bild. Sucht den Partner, der die andere Hälfte hat.	Each of you will get a half a picture. Find the person who has the other half.

Ich habe hier Karten mit Wörtern aus den Wortfeldern Schule, Verkehr, Familie und Freizeit. Die Schüler mit den Karten, die zusammengehören, arbeiten in einer Gruppe zusammen.	I have some vocabulary cards that deal with school, transportation, family, and free time here. Students with the cards that go together should now work as a group.

Rules for Pair Drill Work

This is one possible set of rules for pair drill work that teachers might give to students.

- **Dein Partner gibt die richtige Antwort. Sage: Ja/gut/richtig/prima/ausgezeichnet.**
- **Dein Partner macht einen Fehler. Verbessere ihn.**
- **Dein Partner weiß die Antwort nicht.**
  —Warte.
  —Hilf. Sage zum Beispiel: Das Wort fängt mit B an.
  —Gib die richtige Antwort.

Time Limits

Wer ist noch nicht fertig?	Who isn't done yet?
Können wir jetzt zum Ende kommen?	Let's everybody finish up now.

Learning Checks

Tauscht die Blätter aus und korrigiert die Fehler.	Exchange papers and correct the mistakes.
Wer von euch trägt die Ergebnisse vor?	Who will report the results?
Wer von euch berichtet?	Who's going to report?

Positive Feedback

In drill and practice situations, the teacher may give students positive feedback by making comments like these: **Sehr gut**; **Gut**; **Das war wirklich gut**; **Sehr schön**; **Das war sehr gut gelesen**; **Prima**; **Das war viel besser**.

Whenever possible, however, the teacher should give communicative rewards, responding to or commenting on what students have said. In the first example here, note how **oh** and **aber** are used to indicate the speaker's surprise and sympathy and **denn** is used to express friendly interest. Similar uses of **denn** can be found in this portion of Section 4. **Wir sind . . . geschwommen**, included in the last example, is a northern German form; the southern German equivalent is **Wir haben geschwommen**.

Student: **Meine Mutter ist krank.**
Teacher: **Oh, das tut mir aber leid. Was hat sie denn?**

Student: **Wir sind gestern im Michigansee geschwommen.**
Teacher: **Oh, das wär mir zu kalt.**

After a successful student presentation in front of the whole class, for example, a dialogue or a role-play, other students should be encouraged to show their appreciation by rapping on the table. Germans applaud after a theater performance or a concert. However, after a lecture or presentation or when welcoming a stranger to a group meeting, they often rap on the table.

At the end of the class period, the teacher might make one of these positive comments: **Heute wart ihr wirklich gut. Heute habt ihr wirklich gut mitgemacht.**

Error Correction

There is a time and a place for error correction; there are also instances when error correction should be avoided. For example, when students are engaged in pair work, communicative interchanges, role-playing, or reporting in front of their classmates, it is best not to interrupt with immediate corrections. In these situations, errors can be noted down for later remediation. However, when students are learning new material or practicing recently-learned material, many situations occur in which it is advisable to correct their errors. Here are some guidelines.

- Involve students as much as possible. For example, the teacher might ask: **Welcher Tag ist heute?** and a student might answer: **Deinstag**, mispronouncing **Dienstag**. The teacher should then give the student an opportunity to repeat the answer. This need not be interpreted negatively, because even a correct answer might not have been heard by everybody in the room. The student might then correct the mistake by him/herself, without the teacher having to say much about it. If the student does not make the correction, the teacher could ask another student the same question. Once a correct response has been given, the first student could be asked the question again, just to make sure that he or she knows what has happened.

- Be as supportive as possible in the correction process to avoid threatening students and inhibiting their responses. One way to be supportive is to acknowledge what was right about the student's response, as illustrated in these examples.

— The teacher repeats what the student has said up to the point where the error occurred or repeats the entire utterance leaving a pause where the error occurred. For example, if a student says **Er hat nach Hause gegangen**, the teacher might respond with **Er ________ nach Hause gegangen**.

— The teacher makes a supportive comment. When spoken in the proper tone of voice, the first four expressions imply that the answer was mostly correct but still requires clarification, additional information, or some other change. In the last comment, **doch** makes the command a friendly prodding if spoken in the right tone of voice. It is also possible to substitute **Du kannst das bestimmt** for **Du kannst das doch**.

Das war nicht ganz richtig.	That wasn't entirely correct.
Das war fast richtig.	That was almost right.
Beinahe.	Almost!
Nicht ganz.	Not entirely.
Versuch's noch mal. Du kannst das doch.	Try again. I think you can manage.

— The teacher shows interest in what the student says and at the same time incorporates the corrected response in his/her rejoinders. For example, to a student's report: **Ich**

habe gestern einen Film geseht, the teacher could respond with: **Du hast einen Film gesehen. Das ist ja interessant. Ich war gestern auch im Kino. Welchen Film hast du denn gesehen? Ich habe „The Last Emperor" gesehen.**

In this example, the student has made a natural mistake based on an analogy relating to regular verb forms. Instead of reacting directly to the single linguistic error in a sentence which is completely intelligible, the teacher responds communicatively by commenting on the topic and by repeating the correct form three times in related, meaningful contexts. Such rejoinders provide good opportunities to expose the students to words like **ja** and **denn**. In the context of the above remarks, **ja** expresses mild surprise and **denn** softens the remark and shows friendly interest.

Discipline

Das ist mir jetzt aber viel zu laut.	It's getting too noisy.
Würdest du jetzt bitte ruhig sein!	Would you please be quiet!
Würdet ihr jetzt bitte aufhören zu reden!	Would you please stop talking.
Würdest du jetzt bitte mal aufpassen!	Would you please pay attention.
Jetzt reicht's mir aber!	Now that's too much.
Jetzt ist aber Schluß!	Now that's enough.
Laß den Eric endlich in Ruhe!	Let Eric alone; stop bothering him!
Stellt euch in einer Reihe auf.	Form a line.
Stell dich an.	Get into the line.
Nicht drängeln!	Don't push!
Drängel dich nicht vor!	Don't push to the front of the line.

Working with a Textbook/a Reading Passage

In the second expression below, note that **wie** cannot be used in place of **woher**.

Nehmt bitte eure Bücher raus und schlagt Seite 20 auf.	Take out your books and open to page 20.
Woher weißt du . . . ?	How do you know . . . ?
Wo steht das im Text?	Where does it say that?
Wo kann man das sehen?	Where does that appear in the text?

Quizzes/Tests

Preparations

Morgen schreiben wir eine Arbeit über Kapitel 5.	Tomorrow we have a test on Chapter 5.
Nehmt bitte ein Blatt Papier heraus und schreibt euren Namen drauf.	Take out a piece of paper and write your name on it.

Cheating

Note that **guck** is the word teachers in northern Germany use for *look*. Teachers in southern Germany would use **schau**.

Nicht abschreiben!	Don't copy.
Guck auf dein eigenes Blatt.	Keep your eyes on your own paper.

Time Limits

Ihr habt 45 Minuten.	You have 45 minutes.
Noch fünf Minuten.	Five minutes left.
So, jetzt ist Schluß.	Time's up.

Handing in Tests

Gebt jetzt eure Arbeiten ab.	Hand in your tests now.
Gebt eure Arbeiten nach vorne.	Pass your tests to the front.
Eric, Mary und Frank, könnt ihr die Arbeiten bitte einsammeln und nach vorne bringen?	Eric, Mary, and Frank, would you collect the tests and bring them up to the front.

Homework

Hausaufgabe is used in the singular if it refers to *one* homework assignment. The plural refers to several homework assignments, especially for more than one class.

Assigning Homework

Eure Hausaufgabe für morgen ist Übung 6 im Buch, Seite 137.	Your homework for tomorrow is exercise 6 in the book, page 137.
Für Montag macht bitte Übung 6 im Buch, Seite 137.	For Monday, please do exercise 6 in the book, page 137.
Schreibt für morgen einen Brief an einen deutschen Brieffreund oder eine Brieffreundin. Thema: Meine Schule. Schreibt mindestens eine halbe Seite.	For tomorrow write a letter to a German pen pal. The topic: "My School." Write at least a half-page.
Eure Hausaufgabe für morgen steht an der Tafel.	Your homework for tomorrow is on the board.

An assignment may look like this on the board, with HA indicating **Hausaufgabe**. Note that assigning homework gives teachers an opportunity to review days of the week.

HA für Dienstag: S. 137, Übung 6.
Brief: Meine Schule (mindestens 1/2 Seite)

Inviting Student Questions on Homework

Hat jemand Fragen zur Hausaufgabe?	**Does anybody have a question about the assignment?**

Starting Homework during Class

Wir haben noch fünf Minuten Zeit. Ihr könnt schon mit der Hausaufgabe anfangen. Ruft mich, wenn ihr Fragen habt.	**We have five minutes left. You can start your homework. Let me know if you have any questions.**

Miscellaneous

Schreibt das bitte auf.	**Write this down, please.**
Ich bin gleich wieder da.	**I'll be right back.**

Student Expressions: Classroom Functions

Addressing the Teacher

Germans students typically address their teachers with **Herr** or **Frau**, using the **Sie**-form. The authors of this guide recommend that U.S. students follow this German practice. Therefore, the **du/Sie** distinction should be taught early in the German course. For an example, see the interview worksheet in the "Geburtstage" lesson under "Theme 2: Tage, Monate, Jahreszeiten."

Students should be warned not to address a female teacher with **Frau** only. This would be considered very impolite in German. The use of the family name is mandatory with **Frau**. For example: **Können Sie bitte mal kommen, Frau Meyer?** Note also that **Fräulein** is no longer used when addressing an unmarried woman over 18 years of age. As a consequence of the feminist movement, **Frau** is used to address and refer to adult women, irrespective of their marital status.

Apologizing (Being Late)

Entschuldigung, daß ich zu spät komme.	Sorry I'm late.
Ich hab' verschlafen.	I overslept.
Mein Wecker hat nicht geklingelt.	My alarm didn't go off.
Ich hatte noch was mit Herrn Miller zu zu besprechen.	I had to talk to Mr. Miller.
Mein Bus hatte Verspätung.	My bus was late.
Ich habe den Bus verpaßt.	I missed my bus.
Ich hatte eine Panne.	My car broke down.

Apologizing (Homework)

For an explanation of when to use the plural of **Hausaufgabe**, see "Homework" under "Teacher Expressions: Classroom Functions" in this section.

Ich hab' meine Hausaufgabe vergessen.	I forgot my homework.
Ich hab' meine Hausaufgabe nicht.	I don't have my homework.
Ich hab' gestern gefehlt.	I was absent yesterday.
Ich mußte zur Beerdigung meiner Großmutter.	I had to go to my grandmother's funeral.
Ich hab' das falsche Buch mitgenommen.	I took the wrong book home.
Ich konnte meine Hausaufgabe nicht machen.	I couldn't do my homework.
Ich hatte keine Zeit.	I didn't have time (to do it).
Ich mußte arbeiten.	I had to work.
Ich mußte zum Basketballtraining.	I had to go to basketball practice.
Ich konnte die Hausaufgabe nicht.	I didn't understand the assignment.
Ich konnte Nummer 6 nicht.	I couldn't do number 6.
Ich hab' die falsche Übung gemacht.	I did the wrong exercise.

Asking Permission/Requesting

Note the use of **bitte** and **mal** in these expressions to soften the impact of a question and make it more polite. **Darf** can be used instead of **kann**; **darf** is an even more polite form. **Kann** has been used in the German sentences below and translated as *can* in the English equivalents. Using **Kann ich** rather than **darf ich** for requests is acceptable in many German classrooms, just as using *can I* instead of *may I* has become acceptable in some U.S. classrooms. There are parts of Germany where teachers require students to use **darf**, roughly equivalent to the English *may*, when making requests.

Kann ich bitte mal Wasser trinken gehen?	Can I please get a drink?
Kann ich bitte Englisch sprechen?	Can I please speak English?
Kann ich das bitte auf englisch sagen?	Can I please say that in English?
Kann ich bitte mal meinen Bleistift spitzen?	Can I please sharpen my pencil?
Kann ich bitte mal das Fenster aufmachen?/ zumachen? Mir ist zu heiß/kalt.	Can I please open /close the window? I'm too hot/cold.
Kann ich bitte mal meine Jacke/meinen Mantel holen?	Can I please go get my jacket/coat?
Kann ich bitte mal zur Toilette gehen?	Can I please go to the bathroom?
Kann ich bitte mal zur Bibliothek gehen?	Can I please go to the IMC/ library?
Kann ich bitte mal zur Krankenschwester gehen?	Can I please go see the nurse?
Ich hab' Kopfschmerzen/Bauchschmerzen/ Halsschmerzen.	I've got a headache/stomach ache/ sore throat.
Mir ist übel. Mir ist nicht gut. Kann ich bitte mal zum Sekretariat gehen?	I think I'm going to be sick. I don't feel good. Can I please go to the office?
Können Sie Nummer 6 bitte noch mal wiederholen?	Could you please repeat number six?
Können wir bitte die Kassette noch mal hören?	Can we please hear the cassette again?
Kann ich bitte mal einen Bleistift haben/ein Blatt Papier/einen Radiergummi/ein Buch?	Can I please borrow a pencil/a piece of paper/an eraser/a book?
Hat jemand ein Tempo für mich?	Does anyone have a tissue?
Ich bin noch nicht fertig.	I'm not finished yet.
Ich bin fast fertig.	I'm almost finished.
Können Sie das bitte mal an die Tafel schreiben?	Could you please write that on the board (*student to teacher*)?
Könnten Sie das bitte unterschreiben?	Could you sign this please?
Können Sie bitte mal zur Seite gehen?	Could you please move out of the way?

Expressing Confusion/Lack of Understanding

Ich versteh' das nicht.	I don't understand.
Ich hab' die Frage nicht verstanden.	I didn't understand the question.
Ich hab' das immer noch nicht verstanden.	I still don't get it.

Können Sie das bitte noch mal erklären?	Could you please explain that again?
Können Sie die Frage bitte wiederholen?	Could you please repeat the question?
Das weiß ich nicht.	I don't know.
Ich weiß nicht, was Sie meinen.	I don't know what you mean.
Ich weiß nicht, was wir machen sollen.	I don't know what we're supposed to do.
Kannst du bitte mal lauter sprechen?	Can you please speak louder? (to another student)
Können Sie bitte ein bißchen lauter sprechen?	Could you please speak a little louder?
Wie bitte?	What'd you say?
Können Sie bitte ein bißchen langsamer sprechen?	Could you please speak a little slower?

Seeking Assistance

Language Use

Was heißt „Mülleimer“?	What does Mülleimer mean?
☒ **Not Was meint „Mülleimer“?**	
Wie heißt train **auf deutsch?**	How do you say *train* in German?
Wie schreibt man das?	How do you spell that?
☒ **Not Wie buchstabiert man das?**	

Miscellaneous

Ich hab' eine Frage.	I've got a question.
Können Sie mir bitte mal helfen?	Can you help me please? (during pair-work/small-group activity)
Auf welcher Seite sind wir?	What page are we on?
In welchem Abschnitt sind wir?	What paragraph are we on?
Welche Zeile?	What line are we on?
Bei welcher Übung sind wir?	What exercise are we on?
Wie geht diese Übung?	How do you do this?

Asking for Clarification

Tests

Wann schreiben wir die (nächste) Arbeit?	When's the (next) test?
Was kommt in der (nächsten) Arbeit dran?	What's on the (next) test?
Kommt das in der (nächsten) Arbeit dran?	Is that on the (next) test?
Wie lang ist die Arbeit?	How many pages is the test?
Haben Sie die Arbeiten schon korrigiert?	Did you correct the test yet?
Der Wievielte ist heute?	What's the date today?

Homework

Was haben wir für morgen auf?	What's the assignment for tomorrow?
Sollen wir das schriftlich oder mündlich machen?	Should we do that orally or in writing?
Für wann ist das?	When is this due?
Sollen wir das aufschreiben?	Should we write this down?
Müssen wir die Hausaufgaben abgeben?	Do we have to hand in the assignment?
Benoten Sie das?	Are you going to grade this? Does this count?

Protesting

Homework

Buh!	Boo! (Or other expletive)
Das kann ja kein Mensch schaffen!	Nobody could do all that!
Das ist viel zu viel!	That's way too much!
Sie geben uns immer so viel auf.	You always give us so much to do.
Müssen wir das machen? Wir haben auch noch andere Fächer.	Do we have to do this? We have other classes too!
Wir haben schon so viel für Biologie auf.	We already have a lot to do for biology class.

Boring Class

Immer Grammatik! Können wir nicht was anderes machen?	More grammar! Can't we do something else?
Das ist so langweilig. Können wir nicht mal einen Film sehen?	That's *so* boring. Can't we see a film?

Miscellaneous

Das ist unfair. Immer nehmen Sie mich dran.	That's unfair. You always call on me.
Sie nehmen mich nie dran, wenn ich die Antwort weiß.	You never call on me when I know the answer.

Pair Work

Kann ich mit Mark zusammenarbeiten?	May I work with Mark?
Ich möchte nicht mit John zusammenarbeiten.	I don't want to work with John.

Games

Ich verliere immer.	**I always lose.**
Ich gewinne nie.	**I never win.**
Du gewinnst ja immer.	**You always win.**

Mini-Dictionary: School Words

algebra	**Algebra**	Dieses Jahr mache ich Algebra.
art	**Kunst**	Was magst du lieber - Kunst oder Musik?
assignment (see homework)		
assignment notebook	**das Hausaufgabenheft**	Ich habe mein Hausaufgabenheft verloren.
auto mechanics	**die Kfz-Technik (Kfz = Kraftfahrzeug)**	Ich habe Kfz-Technik in der Schule.
backpack	**der Rucksack**	In Deutschland haben die Schüler Schultaschen oder Rucksäcke.
band	**die Kapelle, die Schulband**	Ich bin in der Kapelle. Ich spiele Trompete.
basketball	**der Basketball**	Mein Lieblingssport ist Basketball.
bell	**die Klingel**	Wir müssen uns beeilen. Es klingelt gleich.
biology	**die Biologie**	Biologie ist leicht.
board (see chalkboard)		
bookcase	**das (Bücher) regal**	Stellt die Bücher bitte in das Regal zurück.
boom box	**der Radiorekorder**	Kannst du den Radiorekorder bitte mal leiser stellen?
broom	**der Besen**	Kannst du bitte mal einen Besen holen und kehren?
bulletin board	**die Pinnwand, das schwarze Brett**	Kannst du das mal an die Pinnwand heften? In deutschen Schulen stehen wichtige Informationen am schwarzen Brett.
cafeteria	**die Cafeteria**	Das Essen in unserer Cafeteria ist nicht besonders gut.
to call on a student	**einen Schüler/eine Schülerin drannehmen**	Warum nehmen Sie immer dieselben dran? Ich komme nie dran.

to call the roll	**die Anwesenheit überprüfen**	Am Anfang der Stunde überprüft der Lehrer die Anwesenheit.
cardboard (box)	**der Karton**	Ratet mal, was ich in dem Karton hier drin habe.
cassette tape	**die Kassette**	Kannst du mal die Kassette einlegen?
cassette tape recorder	**der Kassettenrekorder**	Ich bin gleich wieder da. Ich muß noch eben den Kassettenrekorder holen.
ceiling	**die Decke**	In manchen Schulen in Deutschland hängt vor Weihnachten ein Adventskranz an der Decke. – Welche Farbe hat die Decke? ☒ Nicht: Welche Farbe ist . . .
chalk	**die Kreide**	Wo ist die Kreide?
chalkboard	**die Tafel**	Die Hausaufgabe für morgen steht an der Tafel. ☒ Nicht: auf der Tafel. Kannst du mal an die Tafel gehen? Guckt mal an die Tafel.
chemistry	**Chemie**	Ich finde Chemie ziemlich schwer.
choir	**der Chor**	Ich bin im Chor.
class	**die Klasse, der Kurs (= die Schülerinnen und Schüler)**	In meinem Deutschkurs sind 20 Schülerinnen und Schüler.
	die (Unterrichts)stunde	Komm nach der Stunde zu mir.
	der Unterricht, das Fach	Deutsch ist mein Lieblingsfach. Ich habe seit zwei Jahren Deutsch (unterricht).
		☒ Guten Tag. (Nicht: Guten Tag, Klasse.) Alle zusammen. (Nicht: Alle zusammen, Klasse.)
classroom	**der Klassenraum, das Klassenzimmer, die Klasse**	In Deutschland wechseln die Lehrer die Klasse. Die Schüler bleiben in ihrem Klassenraum.
closet	**der Wandschrank**	Der Diaprojektor ist im Wandschrank.

coach	**der Trainer/die Trainerin, der Sportlehrer/ die Sportlehrerin**	**Gibt es bei euch einen Basketballtrainer?**
coatroom	**die Garderobe**	**Entschuldigung, wo ist hier die Garderobe? An deutschen Schulen hängen die Schüler ihre Mäntel, Anoraks usw. in der Regel an Kleiderhaken, die sich auf dem Flur vor ihrer Klasse befinden.**
computer	**der Computer**	**Dürft ihr eure Hausaufgaben mit dem Computer machen?** ☒ **Plural: die Computer**
computer studies	**Informatik**	**In unserer Schule machen viele Schüler Informatik.**
cook	**der Koch/die Köchin**	Unsere Köchinnen sind sehr gut.
counselor	**der Beratungslehrer/ die Beratungslehrerin**	Habt ihr einen Beratungslehrer an eurer Schule?
crayon	**der Wachsmalstift**	In der Grundschule haben wir mit Wachsmalstiften gemalt.
cupboard	**der Schrank**	Kannst du die Arbeitsblätter bitte aus dem Schrank holen?
cut classes	**(die Schule) schwänzen**	Karl hat gestern Deutsch geschwänzt.
desk (student's)	**der Tisch; der Stuhl (mit einer Schreibfläche)**	Deutsche Schulen haben normalerweise Doppeltische.
desk (teacher's)	**das (Lehrer) pult, der Schreibtisch**	Die Arbeitsblätter liegen auf dem Pult.
detention	**das Nachsitzen**	Gibt es an eurer Schule Nachsitzen? Er muß nachsitzen.
drinking fountain	**der Trinkbrunnen**	In deutschen Schulen gibt es keine Trinkbrunnen.
driver's education	**der Fahrunterricht**	An deutschen Schulen gibt es keinen Fahrunterricht. In Deutschland lernt man in einer privaten Fahrschule Auto fahren.
easel	**die Staffelei**	Im Kunstraum haben wir eine Staffelei.

economics	**Wirtschaft (slehre)**	Dieses Jahr haben wir Wirtschaft. In den meisten Schulen in Deutschland gibt es kein Fach „Wirtschaft".
elective	**das Wahlfach**	In Amerika ist Deutsch ein Wahlfach.
elementary school	**die Grundschule**	In Westberlin dauert die Grundschule sechs Jahre.
emergency exit	**der Notausgang**	Wo ist der Notausgang?
English language arts	**Englisch**	Wir schreiben heute einen Englischtest.
to erase the board	**die Tafel sauber machen, abwischen, putzen**	Wer kann mal die Tafel sauber machen?
eraser (for chalk)	**der Tafelwischer**	An deutschen Schulen gibt es keine Tafelwischer. Zum Tafelputzen benutzt man Schwamm und Lappen.
eraser (for a pencil)	**der Radiergummi**	Hat jemand einen Radiergummi für mich?
exam	**die Prüfung**	Wir müssen in Deutsch eine Jahresabschlußprüfung machen. Ich habe die Prüfung nicht bestanden.
extension cord	**die Verlängerungsschnur**	Wir brauchen eine Verlängerungsschnur.
to fail an exam	**bei einer Prüfung durchfallen**	Ich bin das erste Mal bei der Fahrprüfung durchgefallen.
to fail a test	**in einer Klassenarbeit ein F (eine 5 oder 6) haben**	In meiner letzten Englischarbeit hatte ich ein F. Ein F ist so etwas wie eine 5 oder eine 6 in Deutschland.
to fail someone	**jemanden durchfallen lassen**	Unser Mathelehrer hat mich durchfallen lassen.
felt tip pen	**der Filzstift**	Kannst du mir mal deinen blauen Filzstift geben?
field trip	**der (Klassen) ausflug, der (Schul) ausflug**	Nächste Woche machen wir einen Ausflug nach Old World Wisconsin.
file cabinet	**der Aktenschrank**	In unserer Klasse steht ein Aktenschrank.

file folder	**der Aktendeckel (= die Hülle)**	Die Overheadfolien sind in dieser Hülle.
fill-in-the-blank exercise	**die Einsetzübung, der Lückentext**	Ich habe hier eine Einsetzübung für euch. Füllt den Lückentext aus.
filmstrip	**der Filmstreifen**	Ich zeige euch jetzt einen Filmstreifen über deutsche Schulen.
filmstrip projector	**der Filmstreifen-projektor**	In unserer Klasse haben wir einen Filmstreifenprojektor.
fire alarm	**der Feuermelder, der Feueralarm**	Mit einem Feuermelder kann man einen Feueralarm auslösen.
fire drill	**der Probealarm**	Das ist nur ein Probealarm.
fire extinguisher	**der Feuerlöscher**	Der Feuerlöscher hängt auf dem Flur.
floor	**der Fußboden**	Da liegt etwas auf dem Fußboden. Heb das mal auf.
folder (for use by students)	**die Mappe**	Nehmt bitte eure Mappen heraus.
French	**Französisch**	Ich kann nur ein paar Worte Französisch.
geometry	**Geometrie**	Nächstes Jahr haben wir Geometrie.
globe	**der Globus**	Kannst du Europa auf dem Globus finden?
glue	**der Klebstoff**	Bringt morgen bitte Klebstoff mit.
grade (school level)	**die Klasse**	Ich habe in der 8. Klasse mit Deutsch angefangen.
grade (marks)	**die Note**	Ich habe gute Noten in der Schule.
grade point average	**der Notendurchschnitt**	Ich habe einen Notendurchschnitt von 2,0.
grade school	**die Grundschule**	In Deutschland gehen die meisten Kinder vier Jahre in die Grundschule.
grading scale	**der Bewertungsmaßstab**	Der Bewertungsmaßstab ist: A von 90 bis 100%; B von 80 bis 89% . . .

graduate from high school	**den High-School-Abschluß machen**	Ich mache in zwei Jahren den High-School-Abschluß. Was machst du nach der High School?
graduation	**die (Schul) abschlußfeier, die Entlassungsfeier**	Bei der Abschlußfeier tragen amerikanische Schüler einen Talar und eine Art Doktorhut.
gym (see Phy Ed)		
gymnasium	**die Turnhalle**	Ein deutsches Gymnasium ist keine Turnhalle, sondern eine Schule für Schüler, die auf die Universität gehen wollen.
hallway	**der Flur**	Bitte auf dem Flur nicht laufen!
health	**die Gesundheitserziehung**	Habt ihr Gesundheitserziehung in der Schule?
high school	**die High School**	Die High School ist eine Art Gesamtschule. Ich bin nächstes Jahr mit der High School fertig. ☒ Nicht: Hochschule (= Universität)
history	**die Geschichte**	Dieses Jahr machen wir amerikanische Geschichte.
home economics	**die Hauswirtschaft**	In Hauswirtschaft habe ich ein B auf dem Zeugnis.
homework	**die Hausaufgabe, die Hausaufgaben**	Ich muß noch die Hausaufgaben machen. ☒ Plural, wenn mehr als eine Aufgabe gemeint ist.
for homework	**als Hausaufgabe**	
give an assignment	**etwas aufgeben**	
industrial arts	**das Werken**	Was hattest du in Werken auf dem Zeugnis?
intercom	**die Lautsprecheranlage**	Wir haben in unserer Schule eine Lautsprecheranlage.
janitor	**der Hausmeister**	Unser Hausmeister repariert alles.
jump rope	**das Springseil**	Manche Mädchen machen in der Pause Seilspringen oder Hüpfspiele.

kindergarten	**die Vorschule**	**Mit fünf Jahren bin ich in die Vorschule gekommen. Ein deutscher Kindergarten ist so etwas wie eine *nursery school* (für 4-6 jährige).**
Kleenex (trademark for one U.S. brand of facial tissues)	**das Tempo (Taschentuch) (Tempo = Warenzeichen für Papiertaschentücher)**	**Hat jemand ein Tempo für mich?**
label	**das Etikett**	**Auf dem Etikett steht „Vor Gebrauch schütteln".**
language arts	***(see English language arts)***	
language ladder	**die Sprachleiter**	**Unsere Sprachleiter für diese Woche hat mit dem Wetter zu tun.**
late	**spät, zu spät**	**Entschuldigung, daß ich zu spät komme.** ☒ **be late = *zu* spät kommen**
Latin	**Latein**	**Frau Smith gibt Latein und Englisch.**
library	**die Bibliothek, die Bücherei**	**Kann ich mal in die Bibliothek gehen?**
locker	**das Schließfach**	**In deutschen Schulen gibt es in der Regel keine Schließfächer.**
Lost and Found	**das Fundbüro**	**In deutschen Schulen werden Fundsachen beim Hausmeister oder im Sekretariat abgegeben.**
make up	**(Aufgaben) nachmachen**	**Du hast am Freitag gefehlt. Mach bitte Übung 6 auf Seite 137 nach.**
	(Unterrichtsstoff) nachholen	**Du mußt den Stoff von Kapitel 2 nachholen.**
map	**die (Land) karte**	**Wer kann Berlin auf der Karte zeigen?**
masking tape	**das Kreppband**	**Wo ist das Kreppband?**
mathematics	**die Mathe(matik)**	**Bei wem hast du Mathe? Bei Herrn Miller.**
modelling clay	**die Knetmasse**	**Ich brauche noch Knetmasse.**
movie	**der Film**	**Welcher Film läuft heute?**

movie projector	**der Filmprojektor**	**Habt ihr einen Filmprojektor in eurer Klasse?**
movie screen	**die Leinwand**	**Kannst du mal die Leinwand runterziehen?**
music	**Musik**	**Ich bin gut in Musik.**
newsletter	**der Elternbrief**	**Im nächsten Elternbrief ist ein Artikel über unsere Deutschlandfahrt.**
notebook	**das Heft**	**Ich kann mein Heft nicht finden.**
office	**das Sekretariat**	**Kann ich mal zum Sekretariat gehen?**
overhead projector	**der Overheadprojektor**	**In unserer Klasse haben wir einen Overheadprojektor.**
overhead transparency	**die (Overhead) folie**	**Kannst du das mal auf die Folie schreiben?**
paint	**die Farbe**	**Ich brauche rote Farbe.**
paint (poster)	**die Plakatfarbe**	
paintbox	**der Malkasten**	**Wo ist mein Malkasten?**
paper	**das Papier, das (Arbeits)blatt**	**Hat jemand ein Blatt für mich?**
colored paper	**das Buntpapier**	
construction paper	**das Bastelpapier**	
piece of paper	**ein Blatt Papier**	**☒ Nicht: ein Stück Papier**
scrap paper	**das Schmierpapier**	
paper clip	**die Büroklammer**	**Auf meinem Schreibtisch sind Büroklammern.**
paper punch	**der Locher**	**Auf meinem Schreibtisch ist ein Locher.**
paper towel	**das Papiertuch**	**Ich brauche ein Papiertuch.**
pass	**der Passierschein**	**In deutschen Schulen gibt es keine Passierscheine.**
password	**die Tagesparole, das Losungswort**	**Die Tagesparole für heute ist „Deutsch macht Spaß"**
paste	**der Klebstoff**	**Haben Sie Klebstoff für mich?**
pen (ballpoint)	**der Kuli, der Kugelschreiber**	**Ich kann meinen Kuli nicht finden.**

pen (felt tip)	**der Filzstift**	Kann ich mal deinen Filzstift haben?
pen (fountain)	**der Füller**	Ich schreibe nicht oft mit Füller.
pencil	**der Bleistift**	Können Sie mir bitte einen Bleistift geben?
pencil (colored)	**der Buntstift**	Hat jemand meine Buntstifte genommen?
pencil sharpener	**der Bleistiftspitzer**	In deutschen Schulen hängen keine Bleistiftspitzer an der Wand. In Deutschland hat jeder Schüler seinen eigenen Bleistiftspitzer.
Phy Ed	**Sport, Turnen**	Wie oft in der Woche habt ihr Sport?
physics	**Physik**	Physik ist mein Lieblingsfach.
pin	**die Stecknadel**	Auf meinem Schreibtisch sind Stecknadeln.
pin (safety)	**die Sicherheitsnadel**	Hat jemand eine Sicherheitsnadel für mich?
playground	**der Schulhof, der Spielplatz**	In Deutschland gehen die Schüler in der großen Pause auf den Schulhof.
plug (electric)	**der Stecker**	
to plug in	**den Stecker reinstecken**	Kannst du mal den Stecker vom Kassettenrekorder reinstecken?
to unplug	**den Stecker rausziehen**	Kann jemand mal den Stecker rausziehen?
pocket calculator	**der Taschenrechner**	Ich rechne meistens mit dem Taschenrechner.
poster	**das Plakat, der/das Poster**	Wir haben in unserer Klasse viele Poster aus Deutschland an der Wand.
poster paint	**die Plakatfarbe**	Ich habe keine Plakatfarbe.
posterboard	**die Pappe**	Klebt das Bild bitte auf Pappe auf.
principal	**der Schulleiter/die Schulleiterin, der Direktor/die Direktorin**	Wie heißt eure Direktorin?
puzzle	**das Puzzle**	Wer ist am schnellsten mit dem Puzzle fertig?

quiz	**der Test**	**Wir schreiben nächste Woche einen Test.**
railing	**das Geländer**	**Halt' dich am Geländer fest.**
recess	**die Pause**	**Wann ist Pause?** **Wir haben 15 Minuten Mittagspause. In vielen deutschen Schulen gibt es große und kleine Pausen. Die großen Pausen dauern ungefähr 20 Minuten, die kleinen Pausen 5 Minuten.**
recess duty	**die Pausenaufsicht**	**Ich hab' jetzt keine Zeit. Ich habe Pausenaufsicht.**
record	**die (Schall) platte**	**Kannst du mal die Platte auflegen?**
record player	**der Plattenspieler**	**Kannst du mal den Plattenspieler anmachen?**
report card	**das Zeugnis**	**In deutschen Schulen gibt es zwei Zeugnisse, das Halbjahreszeugnis und das Versetzungszeugnis.**
requirement	**das Pflichtfach**	**Englisch ist ein Pflichtfach an unserer Schule.**
rubber band	**das Gummiband**	**Hat jemand ein Gummiband für mich?**
rubber stamp	**der Stempel**	**Deutsche Schulen haben einen Schulstempel.**
ruler	**das Lineal**	**Hat jemand ein Lineal für mich?**
sack lunch	**das Lunchpaket**	
to bring a sack lunch	**sein Mittagessen mitbringen**	**Bringt morgen bitte euer Mittagessen mit.**
science	**Naturwissenschaften**	**In „Science" behandeln wir Fragen aus der Physik, Biologie und Chemie. In den meisten deutschen Schulen gibt es kein Fach „Naturwissenschaft". Physik, Biologie und Chemie sind drei verschiedene Fächer.**
school bag	**die Schultasche**	**Wo ist meine Schultasche?**

school bus driver	**der (Schul) busfahrer/ die (Schul) busfahrerin**	Unsere Busfahrerin ist sehr nett.
scissors, pair of	**die Schere**	Ich brauche eine Schere.
Scotch tape	**der Tesafilm**	Hat jemand den Tesafilm gesehen?
secretary	**der Sekretär/die Sekretärin**	Unsere Sekretärin ist sehr nett.
shelf	**das (Regal) brett**	Das Buch steht im Regal auf dem obersten Brett.
slide	**das Dia**	Ich habe hier Dias von Berlin.
slide projector	**der Diaprojektor**	
social studies	**Sozialkunde**	An deutschen Schulen gibt es Geschichte, Erdkunde, Wirtschaftlehre und Sozialkunde als eigene Fächer.
socket	**die Steckdose**	Wo ist hier eine Steckdose?
Spanish	**Spanisch**	An unserer Schule gibt es Spanisch, Französisch und Deutsch.
speaker	**der Lautsprecher**	
stairs	**die Treppe**	Jim ist auf der Treppe ausgerutscht und hat sich den Arm gebrochen.
staple	**die Heftklammer**	
stapler	**der Hefter**	Wo ist der Hefter?
staple remover	**der Heftklammerentferner**	Auf meinem Schreibtisch ist ein Heftklammerentferner.
sticker	**der Aufkleber**	Ich sammle Aufkleber.
string	**der Bindfaden**	Hat jemand Bindfaden für mich?
student	**der Schüler/die Schülerin (in der Schule); der Student/die Studentin (am College, an der Universität)**	Unsere Schule hat 1200 Schülerinnen und Schüler.

to study	**lernen, studieren (an der Universität, nicht in der Schule)**	**Ich muß heute für eine Mathearbeit lernen. Meine Schwester studiert Chemie in Madison. (= Sie ist Studentin an der Universität.) Sie muß viel für ihre Abschlußprüfung lernen.**
study hall	**die Freistunde, die Arbeitsstunde**	**Die *study hall* ist eine Freistunde, in der die Schüler Hausaufgaben machen.**
study tour	**die Studienfahrt**	**Wir machen in den Sommerferien eine Studienfahrt nach Deutschland.**
substitute teacher	**der Vertretungslehrer/ die Vertretungslehrerin**	Nächste Woche bin ich nicht da. Ihr habt dann Vertretung.
to sweep	**kehren, fegen**	Wir müssen noch kehren. Der Boden ist ganz dreckig.
to switch on/off (light)	**(das Licht) anmachen/ ausmachen**	Kannst du bitte mal das Licht ausmachen?
tape (see masking and Scotch)		
to take the roll	**die Anwesenheit überprüfen**	Unsere Lehrerin überprüft am Anfang der Stunde die Anwesenheit.
tape recorder	**das Tonbandgerät**	Kannst du mal das Tonbandgerät einschalten?
teacher's aide	**die Hilfskraft**	
test	**die (Klassen) arbeit; die Schulaufgabe (in Bayern)**	In Niedersachsen werden in Mathematik, Deutsch und in den Fremdsprachen 5 - 7 Klassenarbeiten pro Jahr geschrieben. In Süddeutschland heißen Klassenarbeiten „Schulaufgaben".
textbook	**das Lehrbuch**	Unser Lehrbuch heißt *Deutsch leicht gemacht*.
thread	**der Faden**	
thumbtack	**die Reißzwecke**	Auf meinem Schreibtisch sind Reißzwecken
transparency (see overhead transparency)		

typing to type	**das Maschinenschreiben** **tippen** (*informal*)	**Bist du gut in Maschinenschreiben?** **Kannst du das mal für mich tippen?**
VCR	**der Videorekorder**	**Kannst du mal den Videorekorder ausmachen?**
wall	**die Wand**	**Hast du in deinem Zimmer viele Plakate an der Wand?**
wall display	**die Wandzeitung, das Schaubild**	**Wir wollen eine Wandzeitung zum Thema „Unsere Schule" machen.**
wastebasket	**der Papierkorb**	**Kannst du das mal in den Papierkorb werfen?**
water fountain (see drinking fountain)		
window shade	**die Jalousie**	**Kannst du mal die Jalousie hochziehen?** **Kannst du mal die Jalousie runterlassen? Es blendet.**
worksheet	**das Arbeitsblatt**	**Kann ich bitte ein Arbeitsblatt haben?**

Appendixes

5

A. Wisconsin's Retroactive Credit Program
B. Diplomatic, Cultural, and Commercial Organizations
C. Tourist Organizations
D. Foreign-Owned Firms in Wisconsin
E. Male and Female Names in German

Wisconsin's Retroactive Credit Program

This summary of policies and procedures for awarding retroactive credit for high school foreign language courses is based on a study conducted by Frank Grittner, foreign language consultant with the Wisconsin Department of Public Instruction. Information was updated in January 1986. For more recent changes in policy, contact the institutions listed.

College or University	Credit Given for High School Work?	Credit Listed on Transcript?	Maximum Credit Given: Semester Hours	College-Level Work Required to Receive Credit for High School Work?	Grade Required?
Alverno College	(No foreign language department)				
Beloit College	No	No	0	Yes (AP*)	4 or 5 on AP*
Cardinal Stritch College	Yes	Yes	12	Yes	C
Carroll College	Yes	Yes	16	Yes	B
Carthage College	Yes	Yes	12	Yes	C
Edgewood College	Yes	Yes	16	Yes	B
Lakeland College	Yes	No			
Lawrence College	No	(Advanced placement credit if courses are taken on campus)			
Marian College	No				
Marquette University	Yes	Yes	6	Yes	B
Mount Mary College	Yes	Yes	4	Yes	B
Mount Senario College					
Northland College	Yes	Yes	14	No	
Ripon College	Yes	No	18	No	C
St. Norbert College	Yes	Yes	12	Yes	C
Silver Lake College	Yes	Yes	12	Yes	B
Viterbo College	Yes	Yes	14	Yes	B
UW-Center System	Yes	Yes	16	Yes	B
UW-Eau Claire	Yes	Yes	16	Yes	B
UW-Green Bay	Yes	Yes	11	Yes	B
UW-La Crosse	Yes	Yes	16	Yes	B
UW-Madison					
French	Yes	Yes	16	Yes	B
German	Yes	Yes	16	Yes	C
Spanish	Yes	Yes	16	Yes	B
Classics	Yes	Yes	16	Yes	B
Slavic	Yes	Yes	16	Yes	B
UW-Milwaukee					
French	Yes	Yes	14	Yes	B-
German	Yes	Yes	14	Yes	B
Spanish	Yes	Yes	14	Yes	B-
Classics	Yes	Yes	16	Yes	C
UW-Oshkosh	Yes	Yes	16	Yes	B
UW-Parkside	Yes	Yes	16	Yes	B
UW-Platteville	Yes	Yes	8	Yes	B
UW-River Falls	Yes	Yes	6	No	B
UW-Stevens Point	Yes	Yes	16	Yes	B
UW-Stout	Yes	Yes	16	No	
UW-Superior	Yes	Yes	14	Yes	B
UW-Whitewater	Yes	Yes	16	Yes	B

*Advanced placement.

Diplomatic, Cultural, and Commercial Organizations

Bundesrepublik Deutschland

Konsulate, Botschaft, German Information Center

Consulate General of the Federal
Republic of Germany
1000 Peachtree Center Cain Tower
229 Peachtree Street, NE
Atlanta, GA 30043-3201
(404) 659-4760/61/62

Consulate General of the Federal
Republic of Germany
535 Boylston Street
Boston, MA 02116
(617) 536-4414

Consulate General of the Federal
Republic of Germany
104 South Michigan Avenue
Chicago, IL 60603-5957
(312) 263-0850

Consulate General of the Federal
Republic of Germany
Edison Plaza, Suite 2100
660 Plaza Drive
Detroit, MI 48226
(313) 962-6526

Consulate General of the Federal
Republic of Germany
1330 Post Oak Boulevard, Suite 1850
Houston, TX 77056
(713) 627-7770/7771/9555

Consulate General of the Federal
Republic of Germany in Atlanta—
Branch Office Miami
100 North Biscayne Boulevard
Miami, FL 33132
(305) 358-0290/1

Consulate General of the Federal
Republic of Germany
6222 Wilshire Boulevard
Los Angeles, CA 90211
(213) 852-0441

Consulate General of the Federal
Republic of Germany in Houston—
Branch Office New Orleans
2834 International Trade Mart
2 Canal Street
New Orleans, LA 70130
(504) 524-0356/6560

Consulate General of the Federal
Republic of Germany
460 Park Avenue
New York, NY 10022
(212) 940-9200

Consulate General of the Federal
Republic of Germany
601 California Street
San Francisco, CA 94108-2870
(415) 981-4250

Consulate General of the Federal
Republic of Germany
1617 IBM Building
1200 Fifth Avenue
Seattle, WA 98101
(206) 682-4312

Embassy of the Federal Republic
of Germany
4645 Reservoir Road NW
Washington, DC 20007-1998
(202) 298-4000

German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

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Deutsch-Amerikanische Handelskammern

German-American Chamber of Commerce
3475 Lenox Road, Suite 620
Atlanta, GA 30326
(404) 239-9494

German-American Chamber of Commerce
104 South Michigan Avenue, Suite 600
Chicago, IL 60603
(312) 782-8557

German-American Chamber of Commerce
3250 Wilshire Boulevard, Suite 1612
Los Angeles, CA 90010
(213) 381-2236/37

German-American Chamber of Commerce
666 Fifth Avenue
New York, NY 10103
(212) 974-8830

German-American Chamber of Commerce
465 California Street, Suite 910
San Francisco, CA 94104
(415) 392-2262

Goethe-Institut – USA

Goethe Institute
City Center Building
Suite 210
220 East Huron
Ann Arbor, MI 48104
(313) 996-8600

Goethe Institute
German Cultural Center
400 Colony Square, Street Level
Atlanta, GA 30361
(404) 892-2388

Goethe Institute
German Cultural Center for New England
170 Beacon Street
Boston, MA 02116
(617) 262-6050

Goethe Institute
German Cultural Center
401 North Michigan Avenue
Chicago, IL 60611
(312) 329-0915, 329-0917

Goethe Institute
559 Liberty Hill
Pendleton House
Cincinnati, OH 45210
(513) 721-2777

Goethe Institute
German Cultural Center
3120 Southwest Freeway
Suite 100
Houston, TX 77098-4614
(713) 528-2787

Goethe Institute Los Angeles
8501 Wilshire Boulevard
Suite 205
Beverly Hills, CA 90211
(213) 854-0993

Goethe House
1014 Fifth Avenue
New York, NY 10028
(212) 744-8310, 744-8989
(As of April 1, 1989, the temporary address of Goethe House New York German Cultural Center is 666 Third Avenue, 19th Floor, New York, NY 10017, (212) 972-3960. For sister schools, contact the German-American Partnership Program at the Goethe House New York.)

Goethe Institute
530 Bush Street
San Francisco, CA 94108
(415) 391-0370

Goethe Institute
Mutual Life Building
605 First Avenue, Suite 401
Seattle, WA 98104
(206) 622-9694

Goethe Institute St. Louis
326 North Euclid Avenue
2nd Floor South
St. Louis, MO 63108
(314) 367-2452

Inter Nationes

Inter Nationes
Kennedyallee 91-103
D-5300 Bonn 2
West Germany
(0228) 880-0

Deutsche Demokratische Republik

Embassy of the German
Democratic Republic
1717 Massachusetts Avenue NW
Washington, DC 20036
(202) 232-3134

Liga für Völkerfreundschaft der DDR
Otto-Grotewohl-Straße 19d
DDR-1086 Berlin
East Germany

Pädagogische Auslandsinformation
im Haus des Lehrers der Hauptstadt
der DDR-Berlin
Alexanderplatz 4
DDR-1020 Berlin
East Germany

Europäische Gemeinschaft

EC Office of Press and Public Affairs
3 Dag Hammarskjold Plaza
305 East 47th Street
New York, NY 10017
(212) 371-3804

EC Office of Press and Public Affairs
2100 M Street NW
Seventh Floor
Washington, DC 20037
(202) 862-9500

Österreich

Konsulate und Botschaft

Austrian Consulate Detroit
300 East Long Lake Road, Number 375
Bloomfield Hills, MI 48013
(313) 645-1444

Austrian Consulate General
400 North Michigan Avenue
Chicago, IL 60611
(312) 222-1515

Austrian Consulate
Oxford Building
141 North Meramec 3a
Clayton, MO 63105
(314) 966-7687

Austrian Consulate
The Illuminating Building
55 Public Square
Cleveland, OH 44113
(216) 621-5588

Austrian Consulate
4505 Madison Street
Kansas City, MO 64111
(816) 931-8812

Austrian Consulate General
11859 Wilshire Boulevard
Suite 501
Los Angeles, CA 90025
(213) 444-9310

Austrian Consulate General
31 East 69th Street
New York, NY 10021
(212) 737-6400

Austrian Consulate
2490 World Trade Center
30 East 7th Street
St. Paul, MN 55101
(612) 227-1828

Austrian Embassy
2343 Massachusetts Avenue NW
Washington, DC 20008
(202) 483-4474

Austrian Institute/Interkulturelles Zentrum

Austrian Institute
11 East 52nd Street
New York, NY 10022
(212) 759-5165

For sister schools in Austria, contact
Interkulturelles Zentrum
Maria-Theresien-Straße 9
A-1090 Wien
Austria
(0222) 31 41 24

Schweiz

Consulate General of Switzerland
1275 Peachtree Street NE, Suite 425
Atlanta, GA 30309-3533
(404) 872-7874

Consulate General of Switzerland
Olympia Centre
737 North Michigan Avenue
Chicago, IL 60611
(312) 915-0061

Consulate General of Switzerland
First Interstate Bank Plaza, Suite 5670
1000 Louisiana
Houston, TX 77002
(713) 650-0000

Consulate General of Switzerland
3440 Wilshire Boulevard, Suite 817
Los Angeles, CA 90010-2176
(213) 388-4127/9

Consulate General of Switzerland
Rolex Building, 8th Floor
665 Fifth Avenue
New York, NY 10022
(212) 758-2560

Consulate General of Switzerland
456 Montgomery Street, Suite 1500
San Francisco, CA 94104-3090
(415) 788-2272

Embassy of Switzerland
2900 Cathedral Avenue NW
Washington, DC 20008
(202) 745-7900

Tourist Organizations

Instructions

Materials available from organizations and other groups listed can be used to support the arguments presented in Section I for studying and teaching German. They can also support teaching activities and enhance the learning environment in German-language classrooms.

Students should be encouraged to write to tourist organizations in German-speaking countries for posters and brochures using the following business correspondence format.

Sarah Jensen
9 Coronado Court
Madison, WI 53705
USA

Madison, 13.10.1990

An den
Verkehrsverein Bad Aachen e.V.
Haus Löwenstein
Markt 39
D-5100 Aachen

Sehr geehrte Damen und Herren,

Wir behandeln im Deutschunterricht gerade Aachen. Wir wären Ihnen daher dankbar, wenn Sie uns Plakate und deutschsprachige oder englischsprachige Prospekte von Aachen zuschicken könnten.

Mit freundlichem Gruß

Sarah Jensen

Addresses

Note that the abbreviation e.V. stands for **eingetragener Verein**, which translates roughly to *incorporated organization*.

Bundesrepublik Deutschland

Deutsche Zentrale für Tourismus e.V.
Beethovenstraße 69
D-6000 Frankfurt/M
West Germany
(069) 75 72-0

Deutscher Bäderverband e.V.
Postfach 19 01 47
Schumannstraße 111
D-5300 Bonn 1
West Germany
(0228) 21 10 88

Deutscher Fremdenverkehrsverband e.V.
Niebuhrstraße 16b
D-5300 Bonn
West Germany
(0228) 21 40 71

Deutsches Jugendherbergswerk
Postfach 220
Bismarckstraße 8
D-4930 Detmold
West Germany
(05231) 7401/0

German National Tourist Office
747 Third Avenue, 33rd Floor
New York, NY 10017
(212) 308-3300

Baden-Württemberg

Landesfremdenverkehrsverband Baden-Württemberg e.V.
Bussenstraße 23
D-7000 Stuttgart 1
West Germany
(07 11) 48 10 45

Fremdenverkehrsverband Bodensee-Oberschwaben e.V.
Schützenstraße 8
D-7750 Konstanz
West Germany
(0 75 31) 2 22 32

Fremdenverkehrsverband Neckarland-Schwaben e.V.
Lohtorstr. 21
D-7100 Heilbronn
West Germany
(071 31) 62 90 61

Fremdenverkehrsverband Schwarzwald e.V.
Bertoldstraße 45
D-7800 Freiburg i.Br
West Germany
(07 61) 3 13 17/8

Bayern

Landesfremdenverkehrsverband Bayern e.V.
Prinzregentenstraße 18
D-8000 München 22
West Germany
(0 89) 22 94 91

Fremdenverkehrsverband Allgäu/Bayerisch-Schwaben e.V.
Fuggerstraße 9
D-8900 Augsburg 1
West Germany
(08 21) 3 33 35

Fremdenverkehrsverband Franken e.V.
Am Plärrer 14
D-8500 Nürnberg 81
West Germany
(09 11) 26 42 02/4

Fremdenverkehrsverband München-Oberbayern e.V.
Sonnenstraße 10
D-8000 München 2
West Germany
(0 89) 59 73 47

Fremdenverkehrsverband Ostbayern e.V.
Landshuter Straße 13
D-8400 Regensburg
West Germany
(09 41) 5 71 86

Berlin

Verkehrsamt Berlin
Europa-Center
D-1000 Berlin 30
West Germany
(0 30) 2 12 34

Bremen

Verkehrsverein der Freien
Hansestadt Bremen
Postfach 100747
Bahnhofsplatz 29
D-2800 Bremen 1
West Germany
(04 21) 36 36-1

Hamburg

Hamburg-Information GmbH
Neuer Jungfernstieg 5
D-2000 Hamburg 36
West Germany
(0 40) 300 50 00

Hessen

Hessischer Fremdenverkehrsverband e.V.
Abraham-Lincoln-Straße 38-42
D-6200 Wiesbaden
West Germany
(0 61 21) 7 37 25

Niedersachsen

Harzer Verkehrsverband e.V.
Marktstraße 45
D-3380 Goslar 1
West Germany
(0 53 21) 2 00 31

Fremdenverkehrsverband Lüneburger Heide e.V.
Am Sande 5
D-2120 Lüneburg
West Germany
(0 41 31) 4 20 06

Fremdenverkehrsverband Nordsee-Niedersachsen-Bremen-e.V.
Postfach 1820
Bahnhofstraße 19-20
2900 Oldenburg
West Germany
(04 41) 14535

Fremdenverkehrsverband Weserbergland-Mittelweser e.V.
Falkestraße 2
D-3250 Hameln 1
West Germany
(0 51 51) 2 45 66

Nordrhein-Westfalen

Landesverkehrsverband Rheinland e.V.
Postfach 200861
Rheinallee 69
D-5300 Bonn 2
West Germany
(02 28) 36 29 21/22

Landesverkehrsverband Westfalen e.V.
Südwall 6
D-4600 Dortmund 1
West Germany
(02 31) 52 75 06/7

Rheinland-Pfalz

Fremdenverkehrsverband Rheinland-Pfalz e.V.
Löhrstraße 103-105
D-5400 Koblenz
West Germany
(02 61) 3 10 79

Saarland

Fremdenverkehrsverband Saarland e.V.
Am Stiefel 2
D-6600 Saarbrücken
West Germany
(06 81) 3 53 76

Schleswig-Holstein

Fremdenverkehrsverband Schleswig-Holstein e.V.
Niemannsweg 31
D-2300 Kiel 1
West Germany
(04 31) 56 30 27/8

Deutsche Demokratische Republik

Reisebüro „Jugendtourist"
Alexanderplatz
DDR-1020 Berlin
East Germany

Liechtenstein

Liechtensteinische
Fremdenverkehrszentrale
Städtle 38
Postfach 139
FL-9490 Vaduz
Liechtenstein

Verkehrsverband Ostschweiz
Bahnhofplatz 1a
CH-9001 St. Gallen
Switzerland
(071) 226262

Österreich

Austrian National Tourist Office
500 North Michigan Avenue
Suite 1950
Chicago, IL 60611
(312) 644-5556

Austrian National Tourist Office
4800 San Felipe Street
Suite 500
Houston, TX 77056
(713) 850-9999

Austrian National Tourist Office
11601 Wilshire Boulevard
Suite 2480
Los Angeles, CA 90025
(213) 477-3332

Austrian National Tourist Office
500 Fifth Avenue, 20th Floor
New York, NY 10110
(800) 223-0284
(212) 944-6880

Burgenland

Amt der burgenländischen
Landesregierung
Abteilung Fremdenverkehr
Landhaus
A-7000 Eisenstadt
Austria

Kärnten

Landesfremdenverkehrsamt Kärnten
Kaufmanngasse 13
A-9010 Klagenfurt
Austria

Niederösterreich

Niederösterreichische
Fremdenverkehrswerbung
Paulanergasse 11, 6. Stock
A-1040 Wien
Austria

Oberösterreich

Oberösterreichisches
Landesfremdenverkehrsamt
Schillerstraße 50
A-4010 Linz
Austria

Salzburg

Landesverkehrsamt in Salzburg
Mozartplatz 1
Postfach 562
A-5010 Salzburg
Austria

Steiermark

Steiermärkischer Landesfremdenverkehrsverband
Herrengasse 16
Landhaus
A-8010 Graz
Austria

Tirol

Tiroler Fremdenverkehrswerbung
Bozner Platz 6
A-6020 Innsbruck
Austria

Vorarlberg

Landesfremdenverkehrsamt Vorarlberg
Römerstraße 7/I
Postfach 104
A-6901 Bregenz
Austria

Wien

Fremdenverkehrsverband für Wien
Kinderspitalgasse 5
A-1095 Wien
Austria

Schweiz (deutschsprachige Kantone)

Swiss National Tourist Office
150 North Michigan Avenue
Suite 2930
Chicago, IL 60601
(312) 630-5840

Swiss National Tourist Office
Swiss Center
608 Fifth Avenue
New York, NY 10020
(212) 757-5944

Swiss National Tourist Office
250 Stockton Street
San Francisco, CA 94108
(415) 362-2260

Switzerland is divided into 12 tourist regions. The following are the addresses of the tourist organizations for the German-speaking cantons.

Region 1 (Kanton Graubünden)

Verkehrsverein Graubünden
Alexanderstrasse 24
Postfach 256
CH-7001 Chur
Switzerland
(081) 221360

Region 2 (Kantone Appenzell Innerrhoden Appenzell Ausserrhoden, Glarus, St. Gallen, Schaffhausen, Thurgau, Fürstentum Liechtenstein)

Verkehrsverband Ostschweiz
Bahnhofplatz 1a
CH-9001 St. Gallen
Switzerland
(071) 226262

Region 3 (Kanton Zürich)

Verkehrsverein Zürich
Bahnhofplatz 15
CH-8023 Zürich
Switzerland
(01) 2114000

Region 4 (Kantone Uri, Schwyz, Obwalden, Nidwalden, Zug, Luzern)

Verkehrsverband Zentralschweiz
Alpenstrasse 1
CH-6002 Luzern
Switzerland
(041) 511891

Region 5 (Kantone Aargau, Basel-Stadt, Basel-Land, Solothurn)

Nodwestschweizerische
Verkehrsvereinigung
Blumenrain 2
CH-4001 Basel
Switzerland
(061) 255050

Region 6 (Alpiner Teil des Kantons Bern)

Verkehrsverband Berner Oberland
Jungfraustrasse 38
CH-3800 Interlaken
Switzerland
(036) 222621

Region 9 (Kanton Wallis)

Union valaisanne du tourisme
15, rue de Lausanne
CH-1951 Sion 1
Switzerland
(027) 223161

Region 11 (Teil des Kantons Bern im Mittelland)

Verkehrsverband Berner Mittelland
c/o Verkehrsbüro Bern
Im Bahnhof
Postfach 2700
CH-3001 Bern
Switzerland
(031) 221212

Foreign-Owned Firms in Wisconsin

The source for this information is the 1988 edition of the *Wisconsin Directory of Foreign Investment*, published by the state Department of Development.

German-Owned Firms

Appleton Mills
2100 North Ballard Road
P.O. Box 1899
Appleton, WI 54913
(414) 734-9876

Borg Instruments, Inc.
902 Wisconsin Street
Delavan, WI 53115
(414) 728-5531

C & H Distribution, Inc.
400 South Fifth Street
Milwaukee, WI 53204
(414) 271-2250

Deutz-Allis Corporation
P.O. Box 0933
Milwaukee, WI 53201
(414) 475-4527

Fusion Bearing Holdings, Inc.
W146 N9300 Held Drive
Menomonee Falls, WI 53051
(414) 255-3500

Guehring Automation, Inc.
W227 N6193 Sussex Road
P.O. Box 125
Sussex, WI 53089

Guhring, Inc.
1445 Commerce Avenue
P.O. Box 643
Brookfield, WI 53005
(414) 784-6730

H & K, Inc.
880 Bancall Court
P.O. Box 1508
Waukesha, WI 53187
(414) 784-4020

H & N Packaging, Inc.
9701 South 58th Street
P.O. Box 249
Franklin, WI 53132
(414) 421-2441

Harnischfeger Corporation
P.O. Box 554
Milwaukee, WI 53201

Henkel Corporation Kepec Products
7760 South 6th Street
P.O. Box 105
Oak Creek, WI 53154
(414) 764-3200

Heresite-Saekaphen, Inc.
822 South 14th Street
P.O. Box 249
Manitowoc, WI 54220
(414) 684-6646

Interpane Coatings, Inc.
P.O. Box 26
Deerfield, WI 53531
(608) 764-5461

Intertractor America Corporation
960 Proctor Drive
Elkhorn, WI 53121
(414) 723-6000

Kabelschlepp America
W141 N9300 Fountain Blvd.
Menomonee Falls, WI 53051
(414) 251-6260

Kohl's Food Stores
11100 West Burleigh
P.O. Box 295
Milwaukee, WI 53201
(414) 771-8000

Krones, Inc.
9600 South 58th Street
P.O. Box 407
Franklin, WI 53132
(414) 421-5650

KSG Industries, Inc.
1731 Industrial Parkway
Marinette, WI 54143
(715) 732-0181

Kurtz North America, Inc.
P.O. Box 688
Elkhart Lake, WI 53020
(414) 876-2789

Maerklin, Inc.
16988 West Victor Road
New Berlin, WI 53151
(414) 784-8854

Marschall Products; Miles Labs
14 Proudfit Street
P.O. Box 592
Madison, WI 53701
(608) 257-9246

Mero, Inc.
P.O. Box 610
Germantown, WI 53022
(414) 255-5561

MG Industries
W141 N9427 Fountain
Menomonee Falls, WI 53051
(414) 255-5520

MG Welding Products
N94 W14355 Garwin Mace Drive
Menomonee Falls, WI 53051
(414) 255-5520

Muskegon Piston Ring Company
P.O. Box 190
Schofield, WI 54476
(715) 359-3111

Muskegon Piston Ring/Manitowoc
Landon Street
P.O. Box 743
Manitowoc, WI 54220

Nixdorf Computer Corporation
120 Bishops Way
Brookfield, WI 53005
(414) 786-9250

Nord Gear Corporation
800 Nord Drive
P.O. Box 367
Waunakee, WI 53597
(608) 849-7300

Optima Corporation
580 Cormier Road
Green Bay, WI 54304
(414) 437-8888

Pacer Industries, Inc.
1450 First Avenue
Chippewa Falls, WI 54729
(715) 723-1141

Pemco Company
3333 Crocker Avenue
P.O. Box 1146
Sheboygan, WI 53081
(414) 458-3473

Reinz Wisconsin Gasket
11500 West Brown Deer Road
P.O. Box 23185
Milwaukee, WI 53223
(414) 354-4900

Saarberg Intertool, Inc.
3650 North 126th Street
P.O. Box 9
Brookfield, WI 53005
(414) 783-7607

Schenkers Intl. Forwarders, Inc.
4950 South Howell Avenue
Milwaukee, WI 53207
(414) 483-1970

Schmidt Engineering & Equipment
1905 South Moorland Road
New Berlin, WI 53151

Schunk & Ebe Graphite Technology
W146 N9300 Held Drive
Menomonee Falls, WI 53051
(414) 255-0010

Sherex Chemical Company, Inc.
2001 Afton Road
P.O. Box 1018
Janesville, WI 53547
(608) 752-9044

Stock America, Inc.
2025 North Summitt Avenue
Milwaukee, WI 53202
(414) 272-5551

Union Air Transport GmbH
3974 South Howell Avenue
Milwaukee, WI 53207
(414) 747-4909

Voith-Morden, Inc.
2620 East Glendale Street
Appleton, WI 54915
(414) 731-7724

Voith, Inc.
2200 North Roemer Road
P.O. Box 2337
Appleton, WI 54913
(414) 739-9483

Wacker Corporation
3808 West Elm Street
P.O. Box 09402
Milwaukee, WI 53209

Waupaca Foundry, Inc.
406 North Divison Street
P.O. Box 249
Waupaca, WI 54981
(715) 258-8511

Wisconsin Fineblanking
1 Grand Avenue
P.O. Box 468
Deerfield, WI 53531
(608) 764-5416

Swiss-Owned Firms

Andes Candies
1400 East Wisconsin Avenue
Delavan, WI 53115
(414) 728-9121

Connor Forest Industries, Inc.
P.O. Box 847
Wausau, WI 54401
(715) 842-0511Doboy Packaging

Machinery, Inc.
869 South Knowles Avenue
New Richmond, WI 54017
(715) 246-6511

Nestlé Foods Corporation
637 South Pine Street
Burlington, WI 53105
(414) 763-9111

P.A. Bergner & Company
331 West Wisconsin Avenue
Milwaukee, WI 53203
(414) 347-1152

Austrian-Owned Firm

Stauffer Cheese, Inc.
2819 South Hwy. F
P.O. Box 68
Blue Mounds, WI 53517
(608) 437-5598

Appendix E

Male and Female Names in German

Jungennamen

Albert
Alexander
Andreas
Benno
Bernd
Björn
Christian
Daniel
David
Dirk
Erich
Frank
Gülay (*Turkish name*)
Günter
Hartmut
Heinrich
Holger
Jan
Jens
Jochen
Jonas
Josef
Karsten
Kurt
Marc, Mark
Markus
Martin
Michael

Oliver
Patrick
Peter
Ralph
Reinhard
Sascha
Stefan
Thomas
Tobias
Ulf
Uwe
Volker
Willi
Wolfgang

Mädchennamen

Andrea
Angela
Angelika
Anke
Ann-Katrin
Anna
Barbara
Bettina
Birgit
Christiane
Christina
Christine
Elisabeth
Else
Frauke
Gülcan (*Turkish name*)
Hanna
Hedwig
Heike
Jana
Judith
Juli
Julia
Jutta
Karin
Katharina
Kerstin
Kirsten

Kristina
Lieselotte
Margarete
Maria
Melanie
Mirjam
Monika
Nicole
Rita
Rosa
Rosi
Sabine
Sabrina
Silke
Silvia
Stefanie, Stephanie
Tanja
Ute

END

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